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ABSTRACT

This document combines and consolidates several statistical reports published separately in prior years. The report is designed to present a summary of statistical information on the status of public education in Dade County, Florida. It discusses school organization, pupils, educational programs, achievement and other outcomes of schooling, staffing, finances, facilities, business services, and a summary of the results of program evaluations. Comparison studies between Dade County and the twenty largest school districts in the United States and Florida with regard to staffing levels, salaries, and expenditures per pupil are included. The document is a districtwide overview intended to serve as a companion document to the District and School Profiles 1983-84. The information in this report will serve as baseline data for planning purposes in the development of the District Comprehensive Plan. (DWH)

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Statistical Abstract
Dade County Public Schools
1983-84

Dade County Public Schools
Office of Educational Accountability
1410 N.E. Second Avenue
Miami, Florida 33132
February, 1984

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INTRODUCTION

This document combines and consolidates several statistical reports published separately in prior years. The reports that this document replaces are: (1) The Status of Education (formerly the Superintendent's Annual Statistical Report), (2) Selected Statistical Information - Individual Dade County Public Schools, (3) Ethnic Characteristics of Students and Staff, and (4) Comparative Staffing and Salary Statistics for Dade and Other Large School Systems.

The purpose of this report is to present, in summary fashion, statistical information on the status of public education in Dade County in terms of organization, pupils, educational programs, achievement and other outcomes of schooling, staffing, finances, facilities, business services, and a summary of the results of program evaluations. The report also provides a means of comparison between Dade and the twenty largest school districts in the United States and Florida with regard to staffing levels, salaries, and expenditures per pupil.

This report is intended to serve as a companion document to the District and School Profiles, 1983-84, published in January 1984. While the District and School Profiles provides statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system, this document provides a districtwide overview.

The Accountability Act of 1976 specifies that each school district is required to make a public report on the status of education within the district, with certain data elements designated by law. This document is intended to meet this statutory requirement. In addition, this report contains information that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan.

Questions or comments regarding this report should be directed to Dr. Norbert Aguiar, Ms. Virginia Rosen, or Ms. Sandra Britt at 350-3447.

ORGANIZATION OF THE SCHOOL SYSTEM AND GENERAL INFORMATION

DADE COUNTY SCHOOL SUPERINTENDENTS - GROWTH INDICATORS

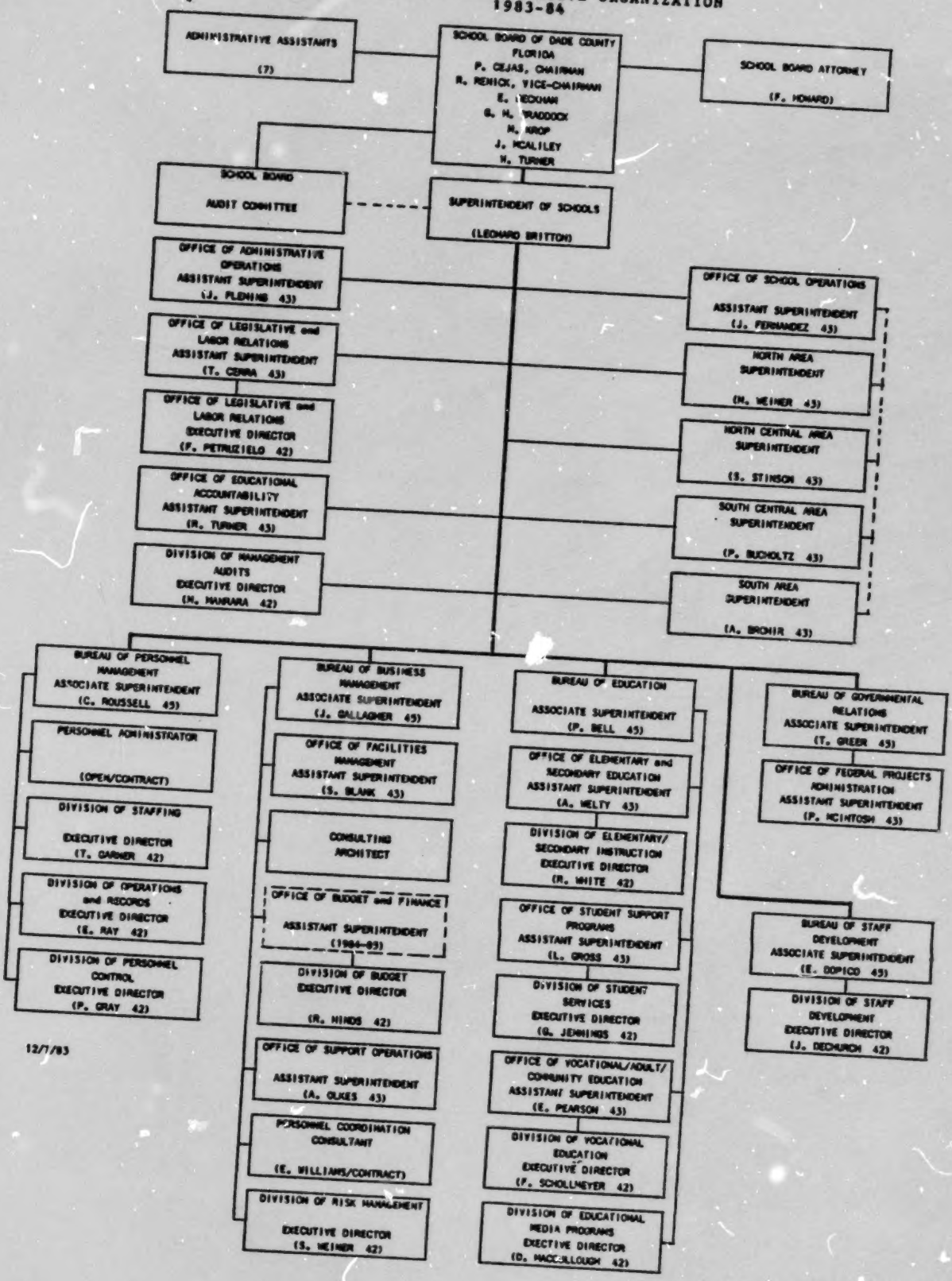
Year	Superintendents		School Centers	Student Membership*	Classroom Teachers	Teachers' Average Salaries**
1869-70	W. H. Benest		A state school system was established in Florida			
1871-72	Octavius Almar		in 1869 but no schools were maintained in Dade			
1885-86	C. H. Lum		County until 1886. The first school, built in			
1887-88	A. E. Hayser		Lake Worth, had one room, one teacher paid about			
1889-90	E. Gale		$175, and 10 pupils.			
1890-91	J. Cleminson					
1892-93	E. R. Bradley	Jan 1893 - Apr 1895	11	130	11	$ 222
1895-96	E. C. White	Jun 1895 - May 1896		310	18	269
1896	W. L. Widmeyer (acting Supt., May - Dec 1896); year railroad arrived in Miami					
1899-1900	Z. T. Merritt	Jan 1897 - Jan 1905		576	35	292
1905-08	R. E. Hall	Jan 1905 - Jan 1921		1,759	94	364
1911-12				2,041	103	383
1920-21	C. M. Fisher	Jan 1921 - Jan 1937	26	6,738	277	905
1923-24			37	10,641	407	1,119
1930-31			57	24,108	842	1,267
1935-36				30,172	1,102	1,252
1940-41	J. T. Wilson	Jan 1937 - Jan 1953	70	38,485	1,367	1,363
1950-51			83	64,964	2,462	3,492
1955-56	W. R. Thomas	Jan 1953 - Jan 1957	125	109,779	4,242	4,325
1960-61	Joe Hall	Jan 1957 - Jan 1968	184	163,657	6,343	5,536
1965-66			208	202,124	8,100	7,483
1967-68	E. L. Whigham	Jan 1968 - Dec 1976	213	217,947	8,867	8,300
1973-74			239	244,568	10,552	11,886
1976-77	L. M. Britton	Dec 1976 - Jun 1977	250	240,248	11,710	13,356
1977-78	J. L. Jones	Jun 1977 - Feb 1980	253	235,123	11,121	15,679
1978-79			249	228,592	11,066	16,042
1979-80	L. M. Britton	acting Superintendent Feb. 1980 - May 1980; appointed May 1980	246	226,155	11,024	17,508
1980-81			248	232,951	11,602	18,885
1981-82			249	224,580	11,704	20,316
1982-83			251	222,058	11,856	22,621
1983-84			250	223,854	12,350	23,834

*First month membership except for years prior to 1930 for which ADA (average daily attendance) figures are reported. After 1973-74, totals include students enrolled in off-campus programs for alternative and exceptional education.

**Average salaries excluding fringe benefits.

Source: Historical records, Office of Educational Accountability.

CHART A
DADE COUNTY PUBLIC SCHOOLS
DISTRICT ADMINISTRATIVE ORGANIZATION
1983-84



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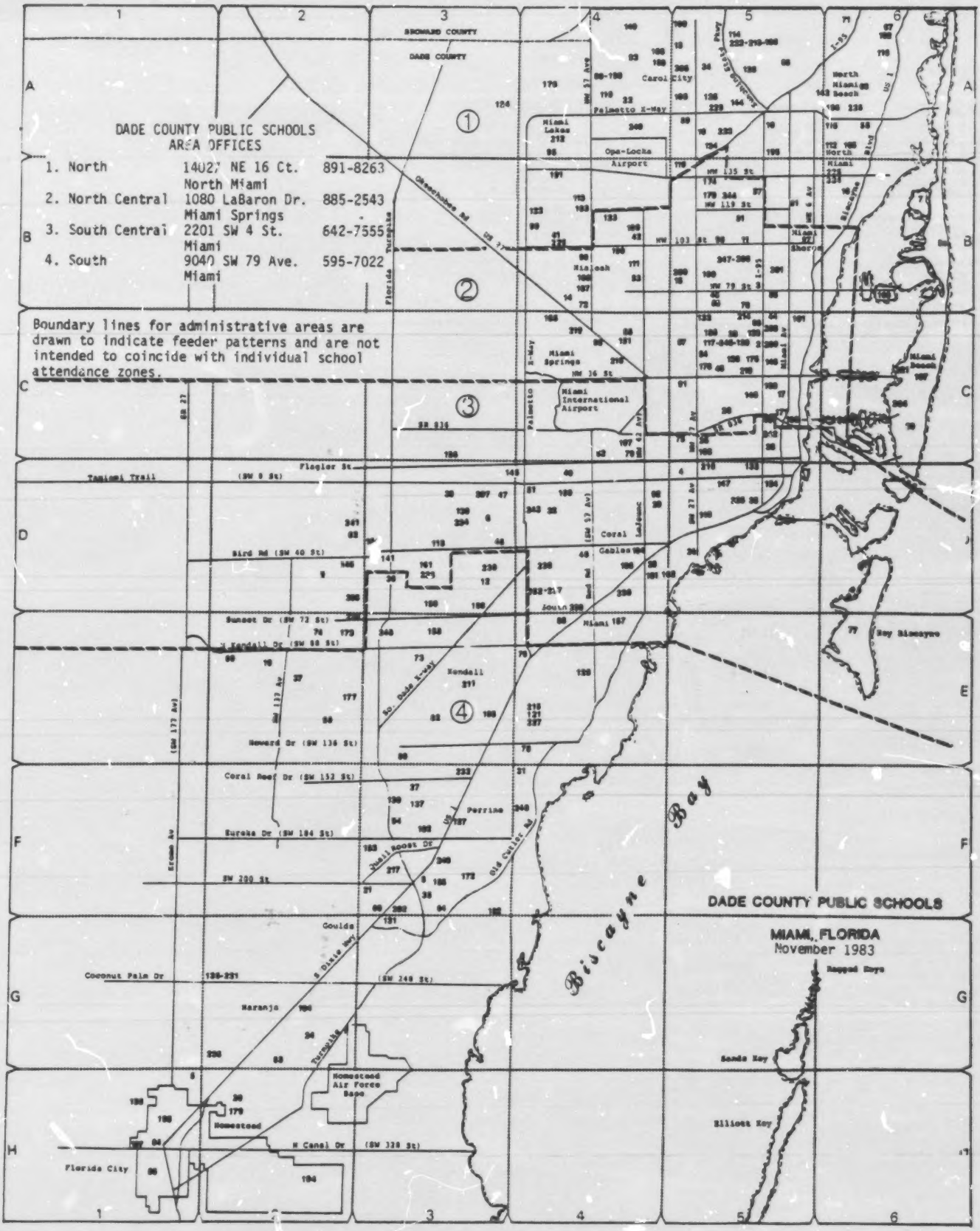
DADE COUNTY PUBLIC SCHOOLS
AREA OFFICES
1. North 14027 NE 16 Ct. North Miami 891-8263
2. North Central 1080 LaBaron Dr. Miami Springs 885-2543
3. South Central 2201 SW 4 St. Miami 642-7555
4. South 9040 SW 79 Ave. Miami 595-7022
Boundary lines for administrative areas are drawn to indicate feeder patterns and are not intended to coincide with individual school attendance zones.
BROWARD COUNTY
DADE COUNTY
Biscayne Bay
DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA
November 1983

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DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

ELEMENTARY

1.	Air Base	12829 S.W. 272 At. (Homestead.)	G-2
2.	Allapattah	4700 N.W. 12 Ave.	C-5
3.	Arcola Lake	1037 N.W. 81 St.	B-5
4.	Auburndale	3255 S.W. 6 St	D-5
5.	Avocado	16969 S.W. 294 St.(Homestead.)	H-1
6.	Banyan	3060 S.W. 85 Ave.	D-3
7.	Bay Harbor	1165 94 St.(Bay Harb. Isl. N.B.;	B-6
8.	Bel-Aire	10205 S.W. 194 St.	F-3
9.	Biscayne	806 77 St. (M. Beach)	B-6
9a.	Bent Tree	4861 S.W. 140 Avenue	E-4
10.	Biscayne Gardens	560 N.W. 151 St.	A-5
11.	Blanton	10327 N.W. 11 Ave.	B-5
12.	Blue Lakes	9250 S.W. 52 Terr.	D-3
13.	Brentwood	3101 N.W. 191 St. (Opa Locka)	A-5
14.	Bright	2530 W. 10 Ave. (Hialeah)	B-4
15.	Broadmoor	3401 N.W. 83 St.	B-5
16.	Bryan	1200 N.E. 125 St.(N. Miami)	B-6
17.	Buena Vista	3001 N.W. 2 Ave.	C-5
18.	Bunche Park	16001 Bunche Dr. (Opa Locka)	A-5
19.	Calusa	9580 Calusa Club Drive West	E-2
20.	Campbell Drive	30700 S.W. 157 Ave.	H-2
21.	Caribbean	11990 S.W. 200 St.	F-3
22.	Carol City	4375 N.W. 173 Dr. (Opa Locka)	A-4
23.	Carver	238 Grand Ave. (Coconut Grove)	D-4
24.	Chapman	27190 S.W. 140 Ave.	G-2
25.	Citrus Grove	2121 N.W. 5 St.	C-5
26.	Coconut Grove	3351 Matilda St.	D-5
27.	Colonial Drive	10755 S.W. 160 St.	F-3
28.	Comstock	2470 N.W. 18 Ave.	C-5
29.	Coral Gables	105 Minorca Ave. (C. Gables)	D-4
30.	Coral Park	1225 S.W. 97 Ave.	D-3
31.	Coral Reef	7965 S.W. 152 St.	F-4
32.	Coral Terrace	6401 S.W. 24 St.	D-4
33.	Coral Way	1950 S.W. 13 Ave.	D-5
34.	Crestview	2201 N.W. 187 St. (Opa Locka)	A-5
35.	Cutler Ridge	20210 Coral Sea Road	F-3
36.	Cypress	9480 S.W. 112 Court	D-3
37.	Devon Aire	10501 S.W. 122 Ave.	E-2
38.	Douglas	314 N.W. 12 St.	C-5
39.	Drew	1775 N.W. 60 St.	C-5
40.	Dunbar	505 N.W. 20 St.	C-5
41.	DuPuis	1150 W. 59 Pl. (Hialeah)	B-4
42.	Earhart	5987 E. 7 Ave. (Hialeah)	B-4
43.	Earlington Height	4750 N.W. 22 Ave.	C-5
44.	Edison Park	500 N.W. 67 St.	C-5
45.	Emerson	8001 S.W. 36 St.	D-3
46.	Evans	1095 N.W. 75 St.	B-5
47.	Everglades	8375 S.W. 16 St.	D-3
48.	Fairchild	5757 S.W. 45 St.	D-4
49.	Fairlawn	444 S.W. 60 Ave.	D-4
50.	Fienberg	1420 Washington Ave. (M. Beach)	C-6
51.	Flagami	920 S.W. 76 Ave.	D-4
52.	Flagler	5222 N.W. First St.	C-4
53.	Flamingo	701 E. 33 St. (Hialeah)	B-4
54.	Floral Heights	5120 N.W. 24 Ave.	C-5
55.	Florida City	364 N.W. 6th Ave. (Fla. City)	H-1
56.	Floyd, Gloria	12650 S.W. 109 Ave.	E-2
57.	Franklin	13100 N.W. 12 Ave.	B-5
58.	Fulford	16140 N.E. 10 Ave. (N. Miami B.)	A-6
59.	Golden Glades	16520 N.W. 28 Ave. (Opa Locka)	A-5
60.	Goulds **	21300 S.W. 122 Ave. (Goulds)	F-3
61.	Gratigny	11905 N. Miami Ave.	B-5
62.	Greenglades	3080 S.W. 127 Ave.	D-2
63.	Greynolds Park	1536 N.E. 179 St. (N. Miami B.)	A-6
64.	Gulfstream	20900 S.W. 97 Ave.	F-3
65.	Hialeah	550 E. 8 St. (Hialeah)	C-4
66.	Hibiscus	16701 N.W. 1 Ave. (N. Miami B.)	A-5
67.	Highland Oaks	20500 N.E. 24 Ave. (N. Miami B.)	A-6
68.	Holmes	1175 N.W. 87 St.	C-5
69.	Hoover	5050 Hammock Blvd.	E-2
70.	Howard Drive	3750 S.W. 136 St.	E-4
71.	Ives	20770 N.E. 14 Ave. (N. Miami B.)	A-6
72.	Johnson	735 W. 23 St. (Hialeah)	B-4
73.	Kendale	10693 S.W. 93 St.	E-3
74.	Kendale Lakes	8000 S.W. 142 Ave.	E-2
75.	Kensington Park	711 N.W. 30 Ave.	C-5
76.	Kenwood	9300 S.W. 79 Ave.	E-4
77.	Key Biscayne	150 W. McIntire St. (Key Bisc.)	E-6
78.	King	2424 N.W. 12 Ave.	B-5
79.	Kinloch Park	425 N.W. First St.	C-4
80.	Lake Stevens	5161 N.W. 183 St. (Opa Locka)	A-4
81.	Lakeview	1250 N.W. 115 St.	B-5
82.	Leewood	1031 S.W. 124 St.	E-3
83.	Leisure City	14900 S.W. 288 St. (Homestead.)	G-2
84.	Lewis	50 N.W. 8 St. (Homstead.)	H-1
85.	Liberty City	1855 N.W. 71 St.	B-5
86.	Little River	514 N.W. 77 St.	B-5
87.	Lorah Park	5160 N.W. 31 Ave.	C-5
88.	Ludlam	6639 S.W. 74 St. (S. Miami)	E-4
89.	Martin	14250 Boggs Dr. (Richmond Heights)	E-3
90.	Meadowlane	4280 W. 8 Ave. (Hialeah)	B-4
91.	Melrose	3050 N.W. 35 St.	C-5
92.	Merrick	3? Zamora Ave. (Coral Gables)	D-4
93.	Miami Gardens	7?44 N.W. 195 St.	A-4
94.	Miami Heights	6841 S.W. 117 St.	F-3
95.	Miami Lakes	14250 N.W. 67 Ave.	A-4
96.	Miami Park	2225 N.W. 103 St.	B-5
97.	Miami Shores	10351 N.E. 5 Ave.	B-5
98.	Miami Springs	51 Park St. (M. Springs)	C-4
99.	Milam	6020 W. 16 Ave.(Hialeah)	B-4
100.	Miramar	109 N.E. 19 St.	C-5
101.	Morningside	6620 N.E. 5 Ave.	C-5
102.	Moton	18050 Homestead Ave. (Perrine)	F-3
103.	Myrtle Grove	3125 N.W. 176 St. (Opa Locka)	A-5
104.	Naranja	13990 S.W. 224 St. (Naranja)	G-2
105.	Natural Bridge	1650 N.E. 141 St. (N. Miami)	A-6
106.	Norland	19340 N.W. 8 Court	A-5
107.	North Beach	4100 Prairie Ave. (M. Beach)	C-6
108.	North Carol City	19010 N.W. 37 Ave. (Opa Locka)	A-4
109.	North County	3250 N.W. 207 St. (Opa Locka)	A-5
110.	North Glade	5060 N.W. 177 St. (Opa Locka)	A-4
111.	North Hialeah	4251 E. 5 Ave. (Hialeah)	B-4
112.	North Miami	665 N.E. 145 St. (N. Miami)	A-5,6
113.	North Twin Lakes	625 W. 74 Pl. (Hialeah)	B-4
114.	Norwood	19810 N.W. 14 Court	A-5
115.	Oak Grove	15640 N.E. 8 Ave. (N. Miami B.)	A-6
116.	Ojus	18600 Dixie Hwy. (Ojus)	A-6
117.	Orchide	5536 N.W. 2. Ave.	C-5
118.	Olympia Heights	9747 S.W. 40 St	B-3
119.	Opa-Locka	600 Ahmad St. (Opa Locka)	B-5
120.	Orchard Villa	5720 N.W. 13 Ave.	C-5
121.	Palmetto	12401 S.W. 74 Ave.	E-4
122.	Palm Lakes	7450 W. 16 Ave. (Hialeah)	B-4
123.	Palm Springs	6304 E. First Ave. (Hialeah)	B-4
124.	Palm Springs N.	17615 N.W. 82 Ave. (Hialeah)	A-3
125.	Parkview	17631 N.W. 20 Ave. (Opa-Locka)	A-5
126.	Parkway	1320 N.W. 188 St.	A-5
127.	Perrine	8851 S.W. 168 St.	F-3
128.	Pharr	2000 N.W. 46 St.	C-5
129.	Pinecrest	10250 S.W. 57 Ave.	E-4
130.	Pine Lake	16700 S.W. 109 Ave.	F-3
131.	Pine Villa	21799 S.W. 117 Ct. (Goulds)	G-3
132.	Poinciana Park	6745 N.W. 23 Ave.	C-5
133.	Primary School "C"	757 N.W. 66 St.	C-5
134.	Rainbow Park	15355 N.W. 19 Ave. (Opa-Locka)	A-5
135.	Redland	24701 S.W. 162 Ave. (Homstead.)	G-2
136.	Redondo	18400 S.W. 304 St. (Homstead.)	H-1
137.	Richmond	16929 S.W. 104 Ave.	F-3
138.	Riverside	221 S.W. 12 Ave.	D-5
139.	Rockway	2790 S.W. 93 Court	D-3
140.	Royal Green	13047 S.W. 47 St.	D-2
141.	Royal Palm	4200 S.W. 112 Court	D-3
142.	Sabal Palm	17101 N.E. 7 Ave. (N. Miami B.)	A-5,6
143.	Santa Clara	1051 N.W. 29 Terr.	C-5
144.	Scott Lake	1160 N.W. 175 St.	A-5
145.	Seminole	121 S.W. 78 Place	D-3
146.	Shadowlawn	149 N.W. 49 St.	C-5
147.	Shenendoah	1023 S.W. 21 Ave.	D-5
148.	Silver Bluff	2609 S.W. 25 Ave.	D-5
149.	Skyway	4555 N.W. 206 Terr. (Opa-Locka)	A-4
150.	Snapper Creek	10151 S.W. 64 St.	D-3
151.	South Hialeah	265 E. 5 St. (Hialeah)	C-4
152.	South Miami	6800 S.W. 60 St. (S. Miami)	D-4
153.	S. Miami Heights	12231 S.W. 190 Terr	F-3
154.	Southside	45 S.W. 13 St.	D-5
155.	Springview	1?? Blue Bird Ave. (M. Springs)	C-4
156.	Stirrup	330 N.W. 97 Ave.	C 3
157.	Sunset	5120 S.W. 72 St. (S. Miami)	E-4
158.	Sunset Park	10235 S.W. 84 St.	E-3
159.	Sylvania Heights	5901 S.W. 16 St.	D-4
160.	Treasure Island	7540 E. Treasure Dr. (M. Beach)	D-6
161.	Tropical	4545 S.W. 104 Ave.	D-3
162.	Tucker	3500 Douglas Road	D-5
163.	Twin Lakes	6735 W. 5 Pl. (Hialeah)	B-4
164.	Village Green	12265 S.W. 34 St.	D-3
165.	Vineland	8455 S.W. 119 St.	E-3
166.	Walters	650 W. 33 St. (Hialeah)	B-4
167.	West Homestead	1550 S.W. 6 St. (Hialeah)	H-1
168.	West Laboratory	5300 Carillo (C. Gables)	D-4
169.	West Little River	2450 N.W. 84 St.	B-5
170.	Westview	2101 N.W. 127 St. (N. Miami)	B-5
171.	Wheatley	1801 N.W. First Pl.	C-5
172.	Whispering Pines	10929 S.W. 89 Rd.	F-3
173.	Winston Park	7900 S.W. 132 Ave.	E-2
174.	Young	14120 N.W. 24 Ave. (Opa-Locka)	B-5

SECONDARY

175.	Allapattah Jr.	1331 N.W. 46 St.	C-5
176.	American S.	18350 N.W. 67 St.	A-4
177.	Arvida Jr.	10900 S.W. 127 Ave.	E-2
178.	Brownsville Jr.	4899 N.W. 24 Ave.	C-5
179.	Campbell Drive Jr.	31110 S.W. 157 Avenue (Homstead.)	H-2
180.	Carol City Jr.	3737 N.W. 188 St. (Opa-Locka)	A-4
181.	Carver Jr.	4901 Lincoln Dr. (Coconut Grove)	D-4
182.	Centennial Jr.	8601 S.W. 212 St.	F-3
183.	Citrus Grove Jr.	2153 N.W. 3 St.	C-5
184.	Coral Gables Sr.	450 Bird Rd. (Coral Gables)	D-4
185.	Cutler Ridge Jr.	19400 S.W. 97 Ave.	F-3
186.	Drew Jr.	1801 N.W. 60 St.	C-5
187.	Filer Jr.	531 W. 29 St. (Hialeah)	B-4
188.	Glades Jr.	9451 S.W. 64 St.	D-3
189.	Hialeah Jr.	6027 E. 7 Ave. (Hialeah)	B-4
190.	Hialeah Sr.	251 E. 47 St. (Hialeah)	B-4
191.	Hialeah-M. Lakes Sr.	7977 W. 12 Ave. (M. Lakes)	B-4
192.	Highland Oaks Jr.	2375 N.E. 203 St.	A-6
193.	Homestead Jr.	650 N.W. 2 Ave. (Homstead.)	H-1
194.	Homestead Sr.	16701 S.W. 344 St. (Homstead.)	H-2
195.	Jefferson Jr.	525 N.W. 147 St.	A-5
196.	Kennedy Jr.	1075 N.E. 167 St. (N. Miami B.)	A-6
197.	Kinloch Park Jr.	4340 N.W. 3 St.	C-4
198.	Lake Stevens Jr.	18484 N.W. 48 Pl.	A-4
199.	Lee Jr.	3100 N.W. 9 Ave.	C-5
200.	Madison Jr.	3400 N.W. 87 St.	B-5
201.	Mann Jr.	8950 N.W. 2 Ave.	B-5
202.	Mays Jr.	11700 Hainlin Mill Dr. (Goulds)	F-3
203.	McMillan Jr.	13100 S.W. 59 St.	D-2
204.	Miami Beach Sr.	2231 Prairie Ave. (M. Beach)	C-6
205.	Miami Carol City Sr.	3422 N.W. 187 St. (Opa Locka)	A-5
206.	Miami Central Sr.	1781 N.W. 95 St.	B-5
207.	Miami Coral Park Sr.	8865 S.W. 16 St.	D-3
208.	M. Edison Middle	6100 N.W. 2 Ave	C-5
209.	M. Edison Sr.	6161 N.W. 5 Court	C-5
210.	M. Jackson Sr.	1751 N.W. 36 St.	C-5
211.	M. Killian Sr.	10655 S.W. 97 Ave.	F-3
212.	M. Lakes Jr.	6425 M. Lakeway Dr. (M. Lakes)	A-4
213.	M. Norland Sr.	1050 N.W. 195 St.	A-5
214.	M. Northwestern Sr.	7007 N.W. 12 Ave.	C-5
215.	Miami Palmetto Sr.	7460 S.W. 118 St.	E-4
216.	Miami Sr.	2450 S.W. First St.	D-5
217.	M. Southridge Sr.	19255 S.W. 114 Ave.	F-3
218.	M. Springs Jr.	150 S. Royal Poinciana (M. Springs)	C-4
219.	Miami Springs Sr.	751 Dove Ave. (M. Springs)	C-4
220.	M. Sunset Sr.	13125 S.W. 72 St.	E-2
221.	Nautilus Jr.	4301 N. Michigan Ave. (M. Beach)	C-6
222.	Norland Jr.	1235 N.W. 192 Terr.	A-5
223.	N. Dade Jr.	1840 N.W. 157 St. (Opa-Locka)	A-5
224.	N. Miami Jr.	13105 N.E. 7 Ave. (N. Miami)	B-6
225.	N. Miami Sr.	800 N.E. 147 St. (N. Miami)	B-6
226.	N.Miami Beach Sr.	1247 N.E. 167 St. (N. Miami B.)	A-6
227.	Palmetto Jr.	7351 S.W. 128 St.	E-4
228.	Palm Springs Jr.	1025 W. 56 Pl. (Hialeah)	B-4
229.	Parkway Jr.	2349 N.W. 175 St. (Opa-Locka)	A-4
230.	Ponce de Leon Jr.	5801 Augusta St. (Coral Gables)	D-4
231.	Redland Jr.	16001 S.W. 248 St. (Homstead.)	G-2
232.	Richmond Heights Jr.	15015 S.W. 103 Ave.	F-3
233.	Riviera Jr.	10301 S.W. 48 St.	D-3
234.	Rockway Jr.	9393 S.W. 29 Terr.	D-3
235.	Shenandoah Jr.	1950 S.W. 19 St.	D-5
236.	S. Dade Sr.	28401 S.W. 167 Ave. (Homste.d.)	G-2
237.	S. Miami Jr.	6750 S.W. 60 St.	D-4
238.	S. Miami Sr.	6856 S.W. 53 St.	D-4
239.	Southwest Miami Sr.	8855 S.W. 50 Terr.	D-3
240.	Southwood Jr.	16301 S.W. 80 Ave.	F-4
241.	Thomas Jr.	13001 S.W. 26 St.	D-2
242.	Washington Jr.	1200 N.W. 6 Ave.	C-5
243.	West Miami Jr.	7525 S.W. 24 St.	D-5
244.	Westview Jr.	1901 N.W. 127 St.	B-5

OPPORTUNITY SCHOOLS

245.	COPE Center North	1749 N.W. 54 St.	C-5
246.	COPE Center South	18861 S. Dixie Hwy. (Perrine)	F-3
247.	M. MacArthur Sr. H.	9601 N.W. 19 Ave.	B-5
248.	M. MacArthur Sr. S.	11035 S.W. 84 St.	E-3
249.	Mann Oppor. School	16101 N.W. 44 Ct.	A-4
250.	*Youth Oppor. South	6135 S.W. 66 St. (S. Miami)	D-4

* Does not represent total number of schools in the Dade County Public School system but rather a numerical placement code on the map.

**Goulds was not re-opened in 1983-84.

Office of Educational Accountability

SCHOOLS BY ADMINISTRATIVE AREA
WITH GRADE ORGANIZATION, WORK LOCATION, AND FIRST MONTH MEMBERSHIP
NORTH AREA

	Elementary		Oct. 1983 Membership
0241	Bay Harbor	(K-6)	430
0321	Biscayne	(K-6)	531
0361	Biscayne Gardens	(PK-6)	716
0461	Brentwood	(K-6)	787
0561	Bryan, W.J.	(K-6)	719
0641	Bunche Park	(K-6)	555
0681	Carol City	(K-6)	907
0761	Feinberg, L.D.	(K-6)	1,317
1161	Crestview	(K-6)	515
1481	DuPuis, J.G.	(K-6)	643
2081	Fulford	(K-6)	503
2161	Golden Glades	(K-6)	470
2241	Gratigny	(K-6)	645
2281	Greynolds Park	(K-6)	512
2401	Hibiscus	(PK-6)	497
2441	Highland Oaks	(K-6)	674
2581	Ives, Madie	(K-6)	334
2801	Lake Stevens	(K-6)	688
3241	Miami Gardens	(K-6)	562
3281	Miami Lakes	(K-6)	588
3421	Milam, M.A.	(K-6)	1,060
3581	Myrtle Grove	(K-6)	843
3661	Natural Bridge	(K-6)	425
3701	Norland	(K-6)	529
3741	North Beach	(K-6)	654
3781	North Carol City	(K-6)	710
3821	North County	(K-6)	605
3861	North Glade	(K-6)	591
3941	North Miami	(K-6)	717
3981	North Twin Lakes	(K-6)	670
4001	Norwood	(PK-6)	359
4021	Oak Grove	(K-6)	659
4061	Ojus	(K-6)	306
4121	Opa-Locka	(K-6)	335
4241	Palm Lakes	(K-6)	776
4281	Palm Springs N.	(K-6)	815
4301	Parkview	(K-6)	521
4341	Parkway	(K-6)	483
4541	Rainbow Park	(K-6)	670
4801	Sabal Palm	(PK-6)	566
4881	Scott Lake	(K-6)	497
5081	Skyway	(K-6)	761
5481	Treasure Island	(K-6)	443
5601	Twin Lakes	(K-6)	706

	Junior High		Oct. 1983 Membership
6051	Carol City	(7-8)	953
6241	Highland Oaks	(7-9)	1,241
6281	Jefferson, Thomas	(7-9)	1,048
6301	Kennedy, J. F.	(7-9)	1,183
6351	Lake Stevens	(7-8)	1,049
6501	Miami Lakes	(7-9)	1,657
6541	Nautilus	(7-8)	1,227
6571	Norland	(7-9)	1,281
6591	North Dade	(7-9)	795
6631	North Miami	(7-9)	1,427
6681	Palm Springs	(6-9)	2,059
6721	Parkway	(7-9)	988

	Senior High		
7011	American	(9-12)	2,080
7131	Hialeah-Miami Lakes	(10-12)	2,283
7201	Miami Beach	(9-12)	2,110
7231	Miami Carol City	(9-12)	1,947
7381	Miami Norland	(10-12)	1,716
7541	North Miami Beach	(10-12)	2,367
7591	North Miami	(10-12)	2,041

TOTAL, NORTH AREA 57,396

NOTE: Total does not include students enrolled in off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1983, Office of Educational Accountability.

SCHOOLS BY ADMINISTRATIVE AREA
WITH GRADE ORGANIZATION, WORK LOCATION, AND FIRST MONTH MEMBERSHIP
NORTH CENTRAL AREA

Elementary			Oct. 1983 Membership
0081	Allapattah	(K,3-6)	790
0101	Arcola Lake	(PK-6)	947
0401	Blanton, Van E.	(K-5)	824
0481	Bright, James	(1-6)	825
0521	Broadmoor	(K-3)	737
0601	Buena Vista	(K-3)	608
0881	Comstock	(K-3)	1,009
1401	Drew, Charles	(K-6)	564
1521	Earhart, Amelia	(K-6)	474
1561	Earlington Heights	(K-3)	520
1601	Edison Park	(K-4)	859
1681	Evans, Lillie C.	(K-6)	502
1921	Flamingo	(K-6)	797
1961	Floral Heights	(K-6)	497
2041	Franklin, Benjamin	(K-6)	842
2361	Hialeah	(K-6)	737
2501	Holmes	(K-6)	628
2531	Thena Crowder	(K-3)	339
2621	Johnson, J. W.	(K)	70
2761	King, Martin L.	(K-3)	381
2821	Lakeview	(K-6)	670
2981	Liberty City	(K-6)	594
3021	Little River	(K-5)	1,015
3041	Lorah Park	(K-6)	669
3141	Meadowlane	(K-5)	892
3181	Melrose	(K,4-6)	483
3301	Miami Park	(K-6)	928
3341	Miami Shores	(K-6)	1,088
3381	Miami Springs	(K-5)	558
3461	Miramar	(4-6)	392
3601	Morningside	(K-6)	820
3901	North Hialeah	(K-6)	691
4071	Olinda	(K-6)	576
4171	Orchard Villa	(K-6)	814
4261	Palm Springs	(K-6)	955
4401	Pharr, Kelsey L.	(K,4-6)	671
4501	Poinciana Park	(K-6)	90
4841	Santa Clara	(K-2)	543
4961	Shadowlawn	(K-4)	855
5201	South Hialeah	(K-6)	1,046
5361	Springview	(K-6)	435
5711	Walters, Mae	(K-6)	822
5861	West Little River	(K,4-6)	755
5901	Westview	(K-6)	668
5931	Wheatley, Phyllis	(K-6)	689
5971	Young, Nathan	(K-6)	453

Junior High			Oct. 1983 Membership
6011	Allapattah	(7-9)	1,179
6031	Brownsville	(7-9)	735
6141	Drew, Charles R.	(7)	422
6171	Filer, Henry H.	(7-9)	1,361
6231	Hialeah	(7-9)	1,201
6371	Lee, Robert E.	(7-9)	926
6391	Madison	(7-9)	950
6411	Mann, Horace	(6-9)	1,301
6481	Miami Edison Middle	(5-8)	1,559
6521	Miami Springs	(7-9)	1,599
6981	Westview	(7-9)	1,212

Senior High			
7111	Hialeah	(10-12)	2,564
7251	Miami Central	(10-12)	1,769
7301	Miami Edison	(9-12)	1,935
7361	Miami Jackson	(10-12)	1,874
7411	Miami Northwestern	(9-12)	2,124
7511	Miami Springs	(10-12)	1,748

Alternative School			
7254	Miami-MacArthur No.	(9-12)	300
8101	Mann Opportunity	(6-8)	206
8121	C.O.P.E. North	(7-12)	145

Skill Center			
8139	Dorsey Skill Center	(K)	14
TOTAL, NORTH CENTRAL AREA			57,059

NOTE: Total does not include students enrolled in any off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1983. Office of Educational Accountability.

SCHOOLS BY ADMINISTRATIVE AREA
WITH GRADE ORGANIZATION, WORK LOCATION, AND FIRST MONTH MEMBERSHIP
SOUTH CENTRAL AREA

Elementary			Oct. 1983 Membership
0121	Auburndale	(PK-6)	840
0201	Banyan	(K-6)	553
0271	Bent Tree	(K-6)	890
0721	Carver, George	(K-2)	291
0801	Citrus Grove	(K-5)	914
0841	Coconut Grove	(K-6)	302
0961	Coral Gables	(K,3-6)	518
1001	Coral Park	(K-6)	695
1081	Coral Terrace	(K-6)	664
1121	Coral Way	(K-6)	1,016
1361	Douglas	(K-3)	669
1441	Dunbar	(K-6)	1,039
1641	Emerson	(K-6)	570
1721	Everglades	(K-6)	799
1761	Fairchild, David	(K-6)	481
1801	Fairlawn	(K-6)	640
1841	Flagami	(K-6)	627
1881	Flagler, Henry	(K-6)	734
2261	Greenglade	(K-6)	902
2651	Kendale Lakes	(K-6)	862
2661	Kensington Park	(PK-6)	1,057
2741	Key Biscayne	(K-6)	422
2781	Kinloch Park	(K-5)	759
3061	Ludlam	(K-6)	318
3221	Merrick	(K,5-6)	339
4061	Olympia Heights	(K-6)	602
4681	Riverside	(K,4-6)	733
4721	Rockway	(K-6)	633
4741	Royal Green	(K-6)	839
4761	Royal Palm	(K-6)	809
4921	Seminole	(K-6)	854
5001	Shenandoah	(K-6)	914
5041	Silver Bluff	(K-6)	602
5241	South Miami	(K-6)	315
5321	Southside	(K-6)	457
5381	Stirrup, E.W.F.	(K-6)	1,316
5401	Sunset	(K,3-6)	326
5441	Sylvania Heights	(K-6)	547
5521	Tropical	(PK-6)	477
5561	Tucker, F. S.	(K-6)	558
5641	Village Green	(K-6)	538
5831	West Laboratory	(K-6)	392
5961	Winston Park	(K-6)	884

Junior High			Oct. 1983 Membership
6071	Carver, G.W.	(7)	492
6091	Citrus Grove	(7-9)	1,418
6331	Kinloch Park	(6-9)	1,305
6441	McMillan, H.D.	(7-9)	2,018
6741	Ponce de Leon	(8-9)	946
6801	Riviera	(7-9)	1,623
6821	Rockway	(7-9)	1,145
6841	Shenandoah	(7-9)	1,204
6881	South Miami	(7-9)	956
6901	Thomas, W. R.	(7-9)	1,434
6911	Washington, B.T.	(7-9)	654
6961	West Miami	(7-9)	1,139

Senior High			
7071	Coral Gables	(10-12)	2,320
7271	Miami Coral Park	(10-12)	2,382
7481	Miami Senior	(10-12)	2,074
7531	Miami Sunset	(10-12)	2,444
7721	South Miami	(10-12)	2,046

Alternative School			
2861	Youth Opp.Sc.So. (J.R.E. Lee Center)	(K,6-8)	174

TOTAL, SOUTH CENTRAL AREA 54,671

NOTE: Total does not include students enrolled in off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1983, Office of Educational Accountability.

SCHOOLS BY ADMINISTRATIVE AREA
WITH GRADE ORGANIZATION, WORK LOCATION, AND FIRST MONTH MEMBERSHIP
SOUTH AREA

Elementary			Oct. 1983 Membership
0041	Air Base	(K-6)	1,170
0161	Avocado	(K-5)	567
0261	Bel-Aire	(K-4)	513
0441	Blue Lakes	(K-6)	426
0651	Campbell Drive	(K-5)	981
0661	Caribbean	(K-6)	866
0671	Calusa	(K-6)	833
0771	Chapman, W. A.	(K-5)	772
0861	Colonial Drive	(K-6)	687
1041	Coral Reef	(K-5)	787
1241	Cutler Ridge	(K-5)	671
1281	Cypress	(K-6)	745
1331	Devon Aire	(K-6)	799
2001	Florida City	(K-5)	515
2021	Floyd, Gloria	(PK-6)	769
2321	Gulfstream	(PK-6)	710
2521	Hoover, Oliver	(K-6)	552
2541	Howard Drive	(K-5)	352
2641	Kendale	(K-6)	501
2701	Kenwood	(K-6)	469
2881	Leewood	(K-5)	628
2901	Leisure City	(K-5)	809
2941	Lewis, A.L.	(K-5)	635
3101	Martin, Frank C.	(K-5)	528
3261	Miami Heights	(K-6)	603
3541	Moton, R.R.	(K,5-6)	342
3621	Naranja	(K-5)	566
4321	Palmetto	(K-5)	351
4381	Perrine	(K-4)	595
4421	Pinecrest	(K-6)	583
4441	Pine Lake	(K-3)	637
4461	Pine Villa	(K-6)	848
4581	Redland	(K-5)	678
4611	Redondo	(K-5)	530
4651	Richmond	(4-6)	581
5121	Snapper Creek	(K-6)	500
5281	South Miami Heights	(K-6)	853
5421	Sunset Park	(K-6)	814
5671	Vineland	(K-5)	552
5791	West Homestead	(PK-5)	764
5951	Whispering Pines	(K-6)	671

Junior High			Oct. 1983 Membership
6021	Arvida	(7-9)	1,872
6061	Campbell Drive	(6-8)	1,123
6081	Centennial	(7-9)	955
6111	Cutler Ridge	(7-9)	977
6211	Glades	(7-9)	1,291
6251	Homestead	(6-8)	1,134
6431	Mays	(7-9)	826
6701	Palmetto	(7-9)	1,387
6761	Redland	(6-8)	1,181
6781	Richmond Heights	(7-9)	1,214
6861	Southwood	(7-9)	1,343
Senior High			
7151	Homestead	(9-12)	2,062
7361	Miami Killian	(10-12)	2,819
7431	Miami Palmetto	(10-12)	2,326
7701	South Dade	(9-12)	1,739
7731	Miami Southridge	(10-12)	2,373
7741	Southwest Miami	(10-12)	2,266
Alternative School			
7631	Miami MacArthur So.	(9-12)	182
8131	C.O.P.E. South	(7-12)	73
Skill Center			
8981	South Dade	(K)	20
TOTAL, SOUTH AREA			53,925

NOTE: Total does not include students enrolled in off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1983, Office of Educational Accountability.

NUMBER OF PK-12 SCHOOL CENTERS BY AREA AND TYPE: 1983-84

Total	Area	Elementary	Jr. High	Sr. High	Alternative
63	North	44	12	7	-
66	North Central	46	11	6	3
61	South Central	43	12	5	1
60	South	41	11	6	2
250	GRAND TOTAL	174	46	24	6

DISTRIBUTION OF PK-12 SCHOOL CENTERS BY GRADE ORGANIZATION: 1983-84

Grade Organization	Number of Schools	Grade Organization	Number of Schools
PK-5	1	1-6	1
PK-6	10	4-6	2
K	1	5-8	1
K-2	2	6-8	4
K-3	8	6-9	3
K-4	4	7	2
K-5	13	7-8	3
K-6	116	7-9	33
K, 3-6	3	7-12	2
K, 4-6	4	8-9	1
K, 5-6	2	9-12	9
K, 6	1	10-12	17
K, 6-8	1		
		TOTAL	250

NUMBER OF PK-12 SCHOOL CENTERS WHICH INCLUDE GRADES AS DESIGNATED: 1983-84

Kindergarten	172
Elementary (Including Kindergarten)	183
Junior High Grades	59
Senior High Grades	28

NOTE: Dorsey and South Dade Skill Centers are not included in these charts, however 34 elementary students are at these locations.

Source: Annual records, Office of Educational Accountability.

SCHOOLS BY GRADE ORGANIZATION: 1983-84

PK-5
West Homestead

PK-6
Floyd, Gloria
Gulfstream
Auburndale
Kensington Park
Tropical
Arcola Lake
Biscayne Gardens
Hibiscus
Norwood
Sabal Palm

K
Johnson

K-2
Carver
Santa Clara

K- 3
Broadmoor
Buena Vista
Comstock
Douglas
Earlington Heights
King, Martin L
Pine Lake
Thena Crowder

K- 4
Bel-Aire
Edison Park
Perrine
Shadowlawn

K- 5
Avocado
Blanton
Campbell Drive
Chapman, W. A.
Citrus Grove
Coral Reef
Florida City
Howard Drive
Kinloch Park
Leewood
Leisure City
Lewis
Little River
Meadowlane
Naranja
Palmetto
Redland
Redondo
Vineland

K- 6
Air Base
Banyan
Bay Harbor
Bent Tree
Biscayne
Blue Lakes
Brentwood
Bryan
Bunche Park
Calusa
Caribbean
Carol City
Coconut Grove
Colonial Drive
Coral Park
Coral Terrace
Coral Way
Crestview
Cutler Ridge
Cypress
Devon Aire
Drew
Dunbar
DuPuis
Earhart
Emerson
Evans
Everglades
Fairchild
Fairlawn
Fienberg
Flagami
Flagler
Flamingo
Floral Heights
Franklin
Fulford
Golden Glades
Gratigny
Greenglade
Greynolds Park
Hialeah
Highland Oaks
Holmes
Hoover
Ives
Kendale
Kendale Lakes
Kenwood
Key Biscayne
Lake Stevens
Lakeview
Liberty City

K-6 (Cont.)
Lorah Park
Ludlam
Miami Gardens
Miami Lakes
Miami Heights
Miami Park
Miami Shores
Miami Springs
Milam
Morningside
Myrtle Grove
Natural Bridge
Norland
North Beach
North Carol City
North County
North Glade
North Hialeah
North Miami
North Twin Lakes
Oak Grove
Ojus
Olinda
Olympia Heights
Opa-Locka
Orchard Villa
Palm Lakes
Palm Springs
Palm Springs North
Parkview
Parkway
Pinecrest
Pine Villa
Poinciana Park
Rainbow Park
Rockway
Royal Green
Royal Palm
Scott Lake
Seminole
Shenandoah
Silver Bluff
Skyway
Snapper Creek

Source: Annual records, Attendance Services and Office of Educational Accountability.

SCHOOLS BY GRADE ORGANIZATION: 1983-84
(Continued)

K-6 (Cont.)
South Hialeah
South Miami
South Miami Heights
Southside
Springview
Stirrup
Sunset Park
Sylvania Heights
Treasure Island
Tucker
Twin Lakes
Village Green
Walters
West Laboratory
Westview
Wheatley
Whispering Pines
Winston Park
Young

K, 3-6
Allapattah
Coral Gables
Sunset

K, 4-6
Melrose
Pharr
Riverside
West Little River

K, 5-6
Merrick
Moton

K, 6
Martin

K, 6-8
Lee Kindergarten & Youth Opp.

1-6
Bright

4-6
Miramar
Richmond

5-8
Miami Edison Middle

6-8
Campbell Drive
Mann Opportunity
Homestead Jr.
Redland Jr.

6-9
Kinloch Park Jr.
Palm Springs
Mann

7
Carver
Drew, Charles R.

7-8
Carol City
Lake Stevens
Nautilus

7-9
Allapattah
Arvida
Brownsville
Centennial
Citrus Grove
Cutler Ridge
Filer
Glades
Hialeah
Highland Oaks
Jefferson
Kennedy
Lee, Robert E.
McMillan
Madison

7-9 (Cont.)
Mays
Miami Lakes
Miami Springs
Norland
North Dade
North Miami
Palmetto
Parkway
Richmond Heights
Riviera
Rockway
Shenandoah
South Miami
Southwood
Thomas
Washington
West Miami
Westview

7-12
C.O.P.E. Center North
C.O.P.E. Center South

8-9
Ponce de Leon

9-12
American
Homestead
Miami Beach
Miami Carol City
Miami Edison
Miami MacArthur North
Miami MacArthur South
Miami Northwestern
South Dade

Continued on next page.

Source: Annual records, Attendance Services and Office of Educational Accountability.

SCHOOLS BY GRADE ORGANIZATION: 1983-84
(Continued)

10-12
Coral Gables
Hialeah
Hialeah-Miami Lakes
Miami Central
Miami Coral Park
Miami Jackson
Miami Killian
Miami Norland
Miami Palmetto
Miami Senior
Miami Southridge
Miami Springs
Miami Sunset
North Miami
North Miami Beach
South Miami
Southwest Miami

SCHOOLS BY WORK LOCATION
1983-84
Elementary Schools

Work Location	School
0041	Air Base
0081	Allapattah
0101	Arcola Lake
0121	Auburndale
0161	Avocado
0201	Banyan
0241	Bay Harbor
0261	Bel-Aire
0271	Bent Tree
0321	Biscayne
0361	Biscayne Gardens
0401	Blanton, Van E.
0441	Blue Lakes
0461	Brentwood
0481	Bright, James H.
0521	Broadmoor
0561	Bryan, William J.
0601	Buena Vista
0641	Bunche Park
0651	Campbell Drive
0661	Caribbean
0671	Calusa
0681	Carol City
0721	Carver, G.W.
0761	Fienberg, L.D.
0771	Chapman
0801	Citrus Grove
0841	Coconut Grove
0861	Colonial Drive
0881	Comstock
0961	Coral Gables
1001	Coral Park
1041	Coral Reef
1081	Coral Terrace
1121	Coral Way
1161	Crestview
1241	Cutler Ridge
1281	Cypress
1331	Devon Aire
1361	Douglas
1401	Drew, C.R.
1441	Dunbar
1481	DuPuis
1521	Earhart, Amelia
1561	Earlington Heights
1601	Edison Park
1641	Emerson
1681	Evans, Lillie
1721	Everglades
1761	Fairchild, D.
1801	Fairlawn
1841	Flagami
1881	Flagler, H. M.
1921	Flamingo
1961	Floral Heights
2001	Florida City
2021	Floyd, Gloria
2041	Franklin, Benjamin
2081	Fulford
2161	Golden Glades
*2201	Goulds
2241	Gratigny
2261	Greenglade
2281	Greynolds Park
2321	Gulfstream
2361	Hialeah
2401	Hibiscus
2441	Highland Oaks
2501	Holmes
**2521	Hoover, Oliver
2531	Thena Crowder
2541	Howard Drive
2581	Ives, Madie
2621	Johnson, J. W.
2641	Kendale
2651	Kendale Lakes
2661	Kensington Park
2701	Kenwood
2741	Key Biscayne
2761	King, Martin L.
2781	Kinloch Park
2801	Lake Stevens
2821	Lakeview
2881	Leewood
2901	Leisure City
2941	Lewis, A.L.
2981	Liberty City
3021	Little River
3041	Lorah Park
3061	Ludlam
3101	Martin, F.C.
3141	Meadowlane
3181	Melrose
3221	Merrick
3241	Miami Gardens

*Goulds was not reopened in 1983-84.
**Opened 1982-83.

Source: Annual records, Office of Educational Accountability.

SCHOOLS BY WORK LOCATION
1983-84
Elementary Schools

Work Location	School	Work Location	School
3261	Miami Heights	4581	Redland
3281	Miami Lakes	4611	Redondo
3301	Miami Park	4651	Richmond
3341	Miami Shores	4681	Riverside
3381	Miami Springs	4721	Rockway
3421	Milam, M. A.	4741	Royal Green
3461	Miramar	4761	Royal Palm
3501	Morningside	4801	Sabal Palm
3541	Moton, R. R.	4841	Santa Clara
3581	Myrtle Grove	4881	Scott Lake
3621	Naranja	4921	Seminole
3661	Natural Bridge	4961	Shadowlawn
3701	Norland	5001	Shenandoah
3741	North Beach	5041	Silver Bluff
3781	North Carol City	5081	Skyway
3821	North County	5121	Snapper Creek
3861	North Glade	5201	South Hialeah
3901	North Hialeah	5241	South Miami
3941	North Miami	5281	South Miami Heights
3981	North Twin Lakes	5321	Southside
4001	Norwood	5361	Springview
4021	Oak Grove	5381	Stirrup, E.W.F.
4061	Ojus	5401	Sunset
4071	Olinda	5421	Sunset Park
4091	Olympia Heights	5441	Sylvania Heights
4121	Opa-Locka	5481	Treasure Island
4171	Orchard Villa	5521	Tropical
4221	Palmetto	5561	Tucker, F.S.
4241	Palm Lakes	5601	Twin Lakes
4261	Palm Springs	5641	Village Green
4281	Palm Springs North	5671	Vineland
4301	Parkview	5711	Walters, Mae
4341	Parkway	5791	West Homestead
4381	Perrine	5831	West Laboratory
4401	Pharr, Kelsey	5861	West Little River
4421	Pinecrest	5901	Westview
4441	Pine Lake	5931	Wheatley, Phyllis
4461	Pine Villa	5951	Whispering Pines
4501	Poinciana Park	5961	Winston Park
4541	Rainbow Park	5971	Young, Nathan

Skills Centers*

8139	Dorsey Skill Center
8981	South Dade Skill Center

*These are not regular elementary schools, however 34 elementary students are at these locations.

SCHOOLS BY WORK LOCATION
1983-84

Junior High Schools

Work Location	School	Work Location	School
6011	Allapattah	6441	McMillan
6021	Arvida	6481	Miami Edison Middle
6031	Brownsville	6501	Miami Lakes
6061	Campbell Drive	6521	Miami Springs
6051	Carol City	6541	Nautilus
6071	Carver, G. W.	6571	Norland
6081	Centennial	6591	North Dade
6091	Citrus Grove	6631	North Miami
6111	Cutler Ridge	6681	Palm Springs
6141	Drew Charles	6701	Palmetto
6171	Filer, Henry H.	6721	Parkway
6211	Glades	6741	Ponce de Leon
6231	Hialeah	6761	Redland
6241	Highland Oaks	6731	Richmond Heights
6251	Homestead	6801	Riviera
6281	Jefferson, T. J.	6821	Rockway
6301	Kennedy, J. F.	6341	Shenandoah
6331	Kinloch Park	6861	Southwood
6351	Lake Stevens	6881	South Miami
6371	Lee, Robert E.	6901	Thomas, W. R.
6391	Madison	6911	Washington, B. T.
6411	Mann, Horace	6961	West Miami
6431	Mays	6981	Westview

Senior High Schools

7011	American	7411	Miami Northwestern
7071	Coral Gables	7431	Miami Palmetto
7111	Hialeah	7461	Miami Senior
7131	Hialeah-Miami Lakes	7511	Miami Springs
7151	Homestead	7531	Miami Sunset
7201	Miami Beach	7541	North Miami Beach
7231	Miami Carol City	7591	North Miami
7251	Miami Central	7701	South Dade
7271	Miami Coral Park	7721	South Miami
7301	Miami Edison	7731	Miami Southridge
7341	Miami Jackson	7741	Southwest Miami
7361	Miami Killian		
7381	Miami Norland		

Alternative Schools

2861	Youth Opportunity South	8101	Mann Opportunity School
7254	Miami MacArthur North	8121	C.O.P.E. Center North
7631	Miami MacArthur South	8131	C.O.P.E. Center South

Source: Annual records, Office of Educational Accountability.

SCHOOLS WITHIN CITIES/TOWNSHIPS

Bay Harbor Island

Elementary Schools	
1. Bay Harbor	1165 94 Street

Coral Gables

Elementary Schools	
1. Carver	238 Grand Avenue
2. Coral Gables	105 Minorca Avenue
3. Merrick	5300 Carillo Avenue
4. West Laboratory	39 Zamora Avenue

Secondary Schools	
1. Carver Junior	4901 Lincoln Drive
2. Coral Gables Senior	450 Bird Road
3. Ponce de Leon Junior	5801 Augusto Avenue

Florida City

Elementary Schools	
1. Florida City	364 N.W. 6 Avenue

Hialeah

Elementary Schools	
1. Bright	2530 West 10 Avenue
2. DuPuis	1150 West 59 Place
3. Earhart	5987 East 7 Avenue
4. Flamingo	701 East 33 Street
5. Hialeah	550 East 8 Street
6. Johnson	735 West 23 Street
7. Meadowlane	4280 West 8 Avenue
8. Milam	6020 West 16 Avenue
9. North Hialeah	4251 East 5 Avenue
10. North Twin Lakes	625 West 74 Place
11. Palm Lakes	7450 West 16 Avenue
12. Palm Springs	6304 East 1 Avenue
13. South Hialeah	265 East 5 Street
14. Twin Lakes	6735 West 5 Place
15. Walters	650 West 33 Street

Secondary Schools	
1. Filer Junior	531 West 29 Street
2. Hialeah Junior	6027 East 7 Avenue
3. Hialeah-Miami Lakes Senior	7977 West 12 Avenue
4. Hialeah Senior	251 East 47 Street
5. Palm Springs Junior	1025 West 56 Place

Homestead

Elementary Schools	
1. Avocado	16969 S.W. 294 Street
2. Lewis	505 S.W. 8 Street
3. West Homestead	1550 S.W. 6 Street

Source: Annual records, Office of Educational Accountability.

Homestead

Secondary Schools

1.	Homestead Junior	650 N. W. 2 Avenue
2.	Homestead Senior	2351 S. E. 12 Avenue

Miami

Elementary Schools

1.	Allapattah	4700 N. W. 12 Avenue
2.	Auburndale	3255 S. W. 6 Street
3.	Buena Vista	3001 N. W. 2 Avenue
4.	Citrus Grove	2121 N. W. 5 Avenue
5.	Coconut Grove	3351 Matilda Street
6.	Comstock	2420 N. W. 18 Avenue
7.	Coral Way	1950 S. W. 13 Avenue
8.	Douglas	314 N. W. 12 Street
9.	Dunbar	505 N. W. 20 Street
10.	Edison Park	500 N. W. 67 Street
11.	Fairlawn	444 S. W. 60 Avenue
12.	Flagler	5222 N. W. 1 Street
13.	Holmes	1175 N. W. 67 Street
14.	Kensington Park	711 N. W. 30 Avenue
15.	Kinloch Park	4275 N. W. 1 Street
16.	Little River	514 N. W. 77 Street
17.	Miramar	109 N. E. 19 Street
18.	Morningside	6620 N. E. 5 Avenue
19.	Orchard Villa	5720 N. W. 13 Avenue
20.	Thena Crowder	757 N. W. 66 Street
21.	Riverside	221 S. W. 12 Avenue
22.	Santa Clara	1051 N. W. 29 Terrace
23.	Shadowlawn	149 N. W. 49 Street
24.	Shenandoah	1023 S. W. 21 Avenue
25.	Silver Bluff	2609 S. W. 25 Avenue
26.	Southside	45 S. W. 13 Street
27.	Tucker	3500 Douglas Road
28.	Wheatley	1801 N. W. 1 Place

Secondary Schools

1.	Allapattah Junior	1331 N. W. 46 Street
2.	Citrus Grove Junior	2154 N. W. 5 Street
3.	Kinloch Park Junior	4340 N. W. 3 Street
4.	Lee Junior	3100 N. W. 5 Avenue
5.	Miami Edison Middle	6100 N. W. 2 Avenue
6.	Miami Edison Senior	6161 N. W. 5 Court
7.	Miami Jackson Senior	1751 N. W. 36 Street
8.	Miami Northwestern Senior	7007 N. W. 12 Street
9.	Miami Senior	2450 S. W. 1 Street
10.	Shenandoah Junior	1950 S. W. 19 Street
11.	Washington Junior	1200 N. W. 6 Avenue

Alternative Schools

1.	C.O.P.E. Center North	1759 N. W. 54 Street

SCHOOLS WITHIN CITIES/TOWNSHIPS
(Continued)

Miami Beach

Elementary Schools	
1. Biscayne	800 77 Street
2. Fienberg	1420 Washington Avenue
3. North Beach	4100 Prairie Avenue
Secondary Schools	
1. Miami Beach Senior	2231 Prairie Avenue
2. Nautilus Junior	4301 North Michigan Avenue

Miami Shores

Elementary Schools	
1. Miami Shores	10351 N. E. 5 Avenue

Miami Springs

Elementary Schools	
1. Miami Springs	51 Park Street
2. Springview	1122 Blue Bird Avenue
Secondary Schools	
1. Miami Springs Junior	150 S. Royal Poinciana Drive
2. Miami Springs Senior	751 Dove Avenue

North Bay Village

Elementary Schools	
1. Treasure Island	7540 East Treasure Drive

North Miami

Elementary Schools	
1. Bryan	1200 N. E. 125 Street
2. Franklin	13100 N. W. 12 Avenue
3. Natural Bridge	1650 N. E. 141 Street
4. North Miami	655 N. E. 145 Street
Secondary Schools	
1. North Miami Junior	13105 N. E. 7 Avenue
2. North Miami Senior	800 N. E. 137 Street

North Miami Beach

Elementary Schools	
1. Fulford	16140 N. E. 18 Avenue
2. Greynolds Park	1536 N. E. 179 Street
Secondary Schools	
1. Kennedy Junior	1075 N. E. 167 Street

SCHOOLS WITHIN CITIES/TOWNSHIPS
(Concluded)

Opa-Locka

Elementary Schools	
1. Opa-locka	600 Ahmad Street
2. Young	14120 N. W. 24 Avenue
Alternative Schools	
1. Manx Opportunity School	16101 N. W. 44 Court

South Miami

Elementary Schools	
1. Ludlam	6639 S. W. 74 Street
2. South Miami	6800 S. W. 60 Street
Secondary Schools	
1. South Miami Junior	6750 S. W. 60 Street
Alternative Schools	
1. Youth Opportunity School South	6521 S. W. 62 Street

West Miami

Elementary Schools	
1. Sylvania Heights	5901 S. W. 16 Street

SCHOOLS IN UNINCORPORATED AREAS
1983-84

Elementary Schools	
1. Air Base	12829 S.W. 272 Street
2. Arcola Lake	1037 N.W. 81 Street
3. Banyan	3060 S.W. 85 Street
4. Bel-Aire	10205 S.W. 194 Street
5. Bent Tree	4861 S.W. 140 Avenue
6. Biscayne Gardens	560 N.W. 151 Street
7. Blanton	10327 N.W. 11 Avenue
8. Blue Lakes	9250 S.W. 82 Terrace
9. Brentwood	3101 N. W. 191 Street
10. Broadmoor	3401 N.W. 83 Street
11. Bunche Park	16001 Bunche Park Drive
12. Calusa	9580 W. Calusa Club Drive
13. Campbell Drive	30700 S.W. 157 Avenue
14. Caribbean	11990 S.W. 200 Street
15. Carol City	4375 N.W. 173 Drive
16. Chapman	27190 S.W. 140 Avenue
17. Colonial Drive	10755 S.W. 160 Street
18. Coral Park	1225 S.W. 97 Avenue
19. Coral Reef	7955 S.W. 152 Street
20. Coral Terrace	6801 S.W. 24 Street
21. Crestview	2201 N.W. 187 Street
22. Cutler Ridge	20210 Coral Sea Road
23. Cypress	5400 S.W. 112 Court
24. Devon Aire	10501 S.W. 122 Avenue
25. Drew	1775 N.W. 60 Street
26. Earlington Heights	4750 N.W. 22 Avenue
27. Emerson	8001 S.W. 36 Street
28. Evans	1895 N.W. 75 Street
29. Everglades	8375 S.W. 16 Street
30. Fairchild	5757 S.W. 45 Street
31. Flagami	920 S.W. 76 Avenue
32. Floral Heights	5120 N.W. 24 Avenue
33. Floyd, Gloria	12650 S.W. 109 Avenue
34. Golden Glades	16520 N.W. 28 Avenue
35. Goulds*	21300 S.W. 122 Avenue
36. Gratigny	11905 N. Miami Avenue
37. Greenglade	3060 S.W. 127 Avenue
38. Gulfstream	20900 S.W. 97 Avenue
39. Hibiscus	18701 N.W. 1 Avenue
40. Highland Oaks	20500 N.E. 24 Avenue
41. Hoover, Oliver	9050 Hammock Blvd.
42. Howard Drive	7750 S.W. 136 Street
43. Ives	20770 N.W. 14 Avenue
44. Kendale	10693 S.W. 93 Street
45. Kendale Lakes	8000 S.W. 142 Avenue
46. Kenwood	9300 S.W. 79 Avenue
47. Key Biscayne	150 West McIntire Street
48. King	7124 N.W. 12 Avenue
49. Lake Stevens	5101 N.W. 183 Street
50. Lakeview	1290 N.W. 115 Street
51. Leewood	10343 S.W. 124 Street
52. Leisure City	14950 S.W. 288 Street
53. Liberty City	1855 N.W. 71 Street

*Goulds Elementary was not reopened during 1983-84.

Source: Annual records, Office of Educational Accountability.

SCHOOLS IN UNINCORPORATED AREAS
(Continued)

Elementary Schools (Continued)

54.	Lorah Park	5160 N. W. 31 Avenue
55.	Martin	14250 Boggs Drive
56.	Melrose	3050 N. W. 35 Street
57.	Miami Gardens	4444 N. W. 195 Street
58.	Miami Heights	17661 S. W. 117 Avenue
59.	Miami Lakes	14250 N. W. 67 Avenue
60.	Miami Park	2225 N. W. 103 Street
61.	Moton	18050 Homestead Avenue
62.	Myrtle Grove	3125 N. W. 176 Street
63.	Naranja	13990 S. W. 264 Street
64.	Norland	19340 N. W. 8 Court
65.	North Carol City	19010 N. W. 37 Avenue
66.	North County	3250 N. W. 207 Street
67.	North Glade	5000 N. W. 177 Street
68.	Norwood	19810 N. W. 14 Court
69.	Oak Grove	15640 N. E. 8 Avenue
70.	Ojus	18600 W. Dixie Highway
71.	Olinda	5536 N. W. 21 Avenue
72.	Olympia Heights	9797 S. W. 40 Street
73.	Palmetto	12401 S. W. 74 Avenue
74.	Palm Springs North	17615 N. W. 82 Avenue
75.	Parkview	17631 N. W. 20 Avenue
76.	Parkway	1320 N. W. 188 Street
77.	Perrine	8851 S. W. 168 Street
78.	Pharr	2000 N. W. 46 Street
79.	Pine Lake	16700 S. W. 109 Avenue
80.	Pine Villa	21799 S. W. 117 Court
81.	Pinecrest	10250 S. W. 57 Avenue
82.	Poinciana Park	6745 N. W. 23 Avenue
83.	Rainbow Park	15355 N. W. 19 Avenue
84.	Redland	24701 S. W. 162 Avenue
85.	Redondo	18480 S. W. 304 Street
86.	Richmond	16929 S. W. 104 Avenue
87.	Rockway	2790 S. W. 93 Court
88.	Royal Green	13047 S. W. 47 Street
89.	Royal Palm	4200 S. W. 112 Court
90.	Sabal Palm	17101 N. E. 7 Avenue
91.	Scott Lake	1160 N. W. 175 Street
92.	Seminole	121 S. W. 78 Place
93.	Skyway	4555 N. W. 206 Terrace
94.	Snapper Creek	10151 S. W. 64 Street
95.	South Miami Heights	12231 S. W. 190 Terrace
96.	Stirrup	330 N. W. 97 Avenue
97.	Sunset	5120 S. W. 72 Street
98.	Sunset Park	10235 S. W. 84 Street
99.	Tropical	4545 S. W. 104 Avenue
100.	Village Green	12265 S. W. 34 Street
101.	Vineland	8455 S. W. 119 Street
102.	West Little River	2450 N. W. 84 Street
103.	Westview	2101 N. W. 127 Street
104.	Whispering Pines	18929 S. W. 89 Road
105.	Winston Park	7900 S. W. 132 Avenue

SCHOOLS IN UNINCORPORATED AREAS

Secondary Schools

1.	American High	18350 N. W. 67 Avenue
2.	Arvida Junior	10900 S. W. 127 Avenue
3.	Brownsville Junior	4899 N. W. 24 Avenue
4.	Campbell Drive Junior	31110 S. W. 157 Avenue
5.	Carol City Junior	3737 N. W. 188 Street
6.	Centennial Junior	8601 S. W. 212 Street
7.	Cutler Ridge	19400 S. W. 97 Avenue
8.	Drew Middle	1801 N. W. 60 Street
9.	Glades Junior	9451 S. W. 64 Street
10.	Highland Oaks Junior	2375 N. E. 203 Street
11.	Jefferson Junior	525 N. W. 147 Street
12.	Lake Stevens Junior	18484 N. W. 48 Place
13.	McMillan Junior	13100 S. W. 59 Place
14.	Madison Junior	3400 N. W. 87 Street
15.	Mann Junior	8950 N. W. 2 Avenue
16.	Mays Junior	11700 Hainlin Mill Drive
17.	Miami Carol City Senior	3422 N. W. 187 Street
18.	Miami Central Senior	1781 N. W. 95 Street
19.	Miami Coral Park Senior	8865 S. W. 16 Street
20.	Miami Killian Senior	10655 S. W. 97 Avenue
21.	Miami Lakes Junior	6425 Miami Lakeway East
22.	Miami Norland Senior	1050 N. W. 195 Street
23.	Miami Palmetto Senior	7460 S. W. 118 Street
24.	Miami Southridge Senior	19355 S. W. 114 Avenue
25.	Miami Sunset Senior	13125 S. W. 72 Street
26.	Norland Junior	1235 N. W. 192 Terrace
27.	North Dade Junior	1840 N. W. 157 Street
28.	North Miami Beach Senior	1247 N. E. 167 Street
29.	Palmetto Junior	7351 S. W. 128 Street
30.	Parkway Junior	2349 N. W. 175 Street
31.	Redland Junior	16001 S. W. 248 Street
32.	Richmond Heights Junior	15015 S. W. 103 Avenue
33.	Riviera Junior	10301 S. W. 48 Street
34.	Rockway Junior	9393 S. W. 29 Terrace
35.	South Dade Senior	28401 S. W. 167 Avenue
36.	South Miami Senior	6856 S. W. 53 Street
37.	Southwest Miami Senior	8855 S. W. 50 Terrace
38.	Southwood Junior	16301 S. W. 80 Avenue
39.	Thomas, Junior	13001 S. W. 26 Street
40.	West Miami Junior	7525 S. W. 24 Street
41.	Westview Junior	1901 N. W. 127 Street

Alternative Schools

1.	Miami MacArthur North	9601 N. W. 19 Avenue
2.	Miami MacArthur South	11035 S. W. 84 Street
3.	C.O.P.E. Center South	18864 S. Dixie Highway

SCHOOLS WITH SPECIAL FEATURES OR PROGRAMS

SCHOOLS PARTICIPATING IN CHAPTER I PROGRAMS
1983-84

NORTH AREA

Elementary Level
- Biscayne
- Brentwood
- Bunche Park
- Carol City
- Crestview
- DuPuis, J.G.
- Feinberg
- Fulford
- Golden Glades
- Lake Stevens
- Miami Gardens
- Milam, M.A.
- Myrtle Grove
- Natural Bridge
- North Carol City
- North County
- North Glade
- North Twin Lakes
- Opa-Locka
- Palm Lakes
- Parkview
- Parkway
- Rainbow Park
- Scott Lake
- Skyway
- Twin Lakes

Junior High Level
- Carol City
- Jefferson, Thomas
- Lake Stevens
- Nautilus
- North Dade
- Parkway

Senior High Level
- American
- Miami Beach
- Miami Carol City
- Miami Norland

NORTH CENTRAL AREA

Elementary Level
- Allapattah
- Arcola Lake
- Blanton, Van E.
- Bright, James H.
- Broadmoor
- Buena Vista**
- Comstock
- Crowder, Thena**
- Drew, Charles R.
- Earhart, Amelia
- Earlington Heights**
- Edison Park**
- Evans, L.C.**
- Flamingo
- Floral Heights**
- Franklin, Benjamin
- Hialeah
- Holmes**
- King, Martin L.**
- Lakeview
- Liberty City**
- Little River**
- Lorah Park
- Meadowlane
- Melrose
- Miami Park
- Miramar*
- Morningside
- North Hialeah
- Olinda**
- Orchard Villa**
- Palm Springs
- Pharr, Kelsey L**
- Poinciana Park**
- Santa Clara**
- Shadowlawn**
- South Hialeah
- Walters, Mae
- West Little River
- Westview
- Wheatley, Phyllis*
- Young, Nathan**

Junior High Level
- Allapattah
- Brownsville
- Drew, Charles R.
- Filer, Henry H.
- Hialeah
- Lee, Robert E.
- Madison
- Mann, Horace
- Miami Edison Middle
- Miami Springs
- Westview

Senior High Level
- Miami Central
- Miami Edison
- Miami Jackson
- Miami Northwestern
- Miami Springs

Alternative Schools
- Miami MacArthur Sr. North
- Jann Mann Opportunity North
- C.O.P.E. Center North

SOUTH CENTRAL AREA

Elementary Level
- Auburndale
- Carver, G.W.
- Citrus Grove
- Coconut Grove
- Coral Way
- Douglas
- Dunbar
- Fairlawn
- Kensington Park
- Kinloch Park
- Ludlam
- Merrick
- Olympia Heights
- Riverside*
- Seminole
- Shenandoah
- Silver Bluff
- South Miami
- Southside
- Sylvania Heights
- Tucker, F.S.

Junior High Level
- Carver, G.W.
- Citrus Grove
- Kinloch Park
- Riviera
- Shenandoah
- South Miami
- Thomas, W.R.
- Washington, B.T.

Senior High Level
- Miami Senior
- South Miami

Alternative School
- J.R.E. Lee Youth Opportunity Center

SOUTH AREA

Elementary Level
- Air Base
- Bel-Aire
- Campbell Drive
- Caribbean
- Chapman, Wm. A.
- Florida City**
- Leisure City
- Lewis, A.L.*
- Miami Heights
- Moton, R.R.
- Naranja
- Perrine
- Pine Villa**
- Redondo
- Richmond
- South Miami Heights
- West Homestead

Junior High Level
- Campbell Drive
- Homestead
- Mays

Senior High Level
- Homestead
- South Dade
- Miami Southridge

Alternative Schools
- Miami MacArthur Sr. South
- C.O.P.E. Center South

Note: Effective as of the 1982-83 school year, the Education Consolidation and Improvement Act (ECIA), Chapter I has replaced the Elementary and Secondary Education Act (ESEA), Title I. More specifically, the Title I program purpose of providing supplementary instruction for low-achieving students in low-income communities will be continued under Chapter I.

*Class size limited to 15 students.

**Class size limited for students scoring below the 50th percentile on the Stanford Achievement Test: Reading/ Comprehension.

Source: Annual records, Bureau of Governmental Relations.

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TABLE 008

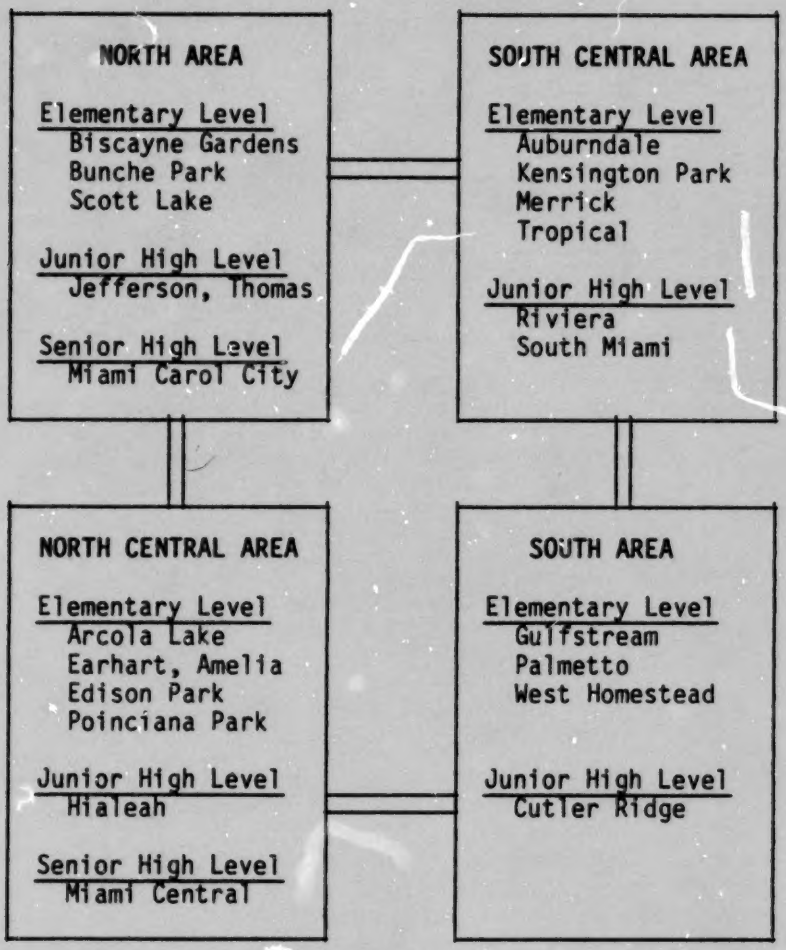
ELEMENTARY SCHOOLS PARTICIPATING IN AFTER-SCHOOL CARE PROGRAMS

1983-84

NORTH AREA	NORTH CENTRAL AREA	SOUTH CENTRAL AREA	SOUTH AREA
Bay Harbor	Allapattah	Auburndale	Air Base
Biscayne	Arcola Lake	Banyan	Avocado
Biscayne Gardens	Blanton, Van E.	Bent Tree	Bel-Aire
Brentwood	Bright, J. H.	Carver, G.W.	Blue Lakes
Bryan, W.J.	Broadmoor	Citrus Grove	Calusa
Bunche Park	Buena Vista	Coconut Grove	Campbell Drive
Carol City	Comstock	Coral Gables	Caribbean
Crestview	Drew, C.R.	Coral Park	Chapman
DuPuis, J.G.	Earhart, Amelia	Coral Terrace	Colonial Drive
Fienberg, Leroy D.	Earlington Heights	Coral Way	Coral Reef
Fulford	Edison Park	Douglas	Cutler Ridge
Golden Glades	Evans, L.C.	Dunbar	Cypress
Gratigny	Flamingo	Emerson	Devon Aire
Greynolds Park	Floral Heights	Everglades	Florida City
Hibiscus	Franklin	Fairchild, David	Floyd, Gloria
Highland Oaks	Hialeah	Fairlawn	Gulfstream
Ives, Madie	Holmes	Flagami	Hoover, Oliver
Lake Stevens	Johnson, J.W.	Flagler, H.M.	Howard Drive
Miami Gardens	King, M.L.	Greenglade	Kendale
Milam, M.A.	Lakeview	Kendale Lakes	Kenwood
Myrtle Grove	Liberty City	Kensington Park	Leewood
Natural Bridge	Little River	Key Biscayne	Leisure City
Norland	Lorah Park	Kinloch Park	Lewis, A.L.
North Beach	Meadowlane	Ludlam	Martin, F.C.
North Carol City	Melrose	Olympia Heights	Miami Heights
North County	Miami Park	Riverside	Moton, R.R.
North Glades	Miami Shores	Rockway	Naranja
North Miami	Miami Springs	Royal Green	Palmetto
North Twin Lakes	Miramar	Royal Palm	Perrine
Norwood	Morningside	Seminole	Pine Lake
Oak Grove	N. Hialeah	Shenandoah	Pine Villa
Ojus	Olinda	Silver Bluff	Pinecrest
Opa-Locka	Orchard Villa	South Miami	Redland
Palm Lakes	Palm Springs	Southside	Redondo
Palm Springs North	Pharr, Kelsey	Stirrup, E.W.F.	Richmond
Parkview	Poinciana Park	Sunset	Snapper Creek
Parkway	Thena Crowder	Sylvania Heights	S. Miami Heights
Rainbow Park	Santa Clara	Tropical	Sunset Park
Sabal Palm	Shadowlawn	Tucker	Vineland
Scott Lake	South Hialeah	Village Green	W. Homestead
Skyway	Springview	West Laboratory	Whispering Pines
Treasure Island	Walters, Mae	Winston Park	
Twin Lakes	West Little River		
	Westview		
	Wheatley, Phyllis		
	Young, Nathan		

Source: Annual records, Department of Administrative Operations.

EXCEPTIONAL STUDENT CENTERS*
1983-84

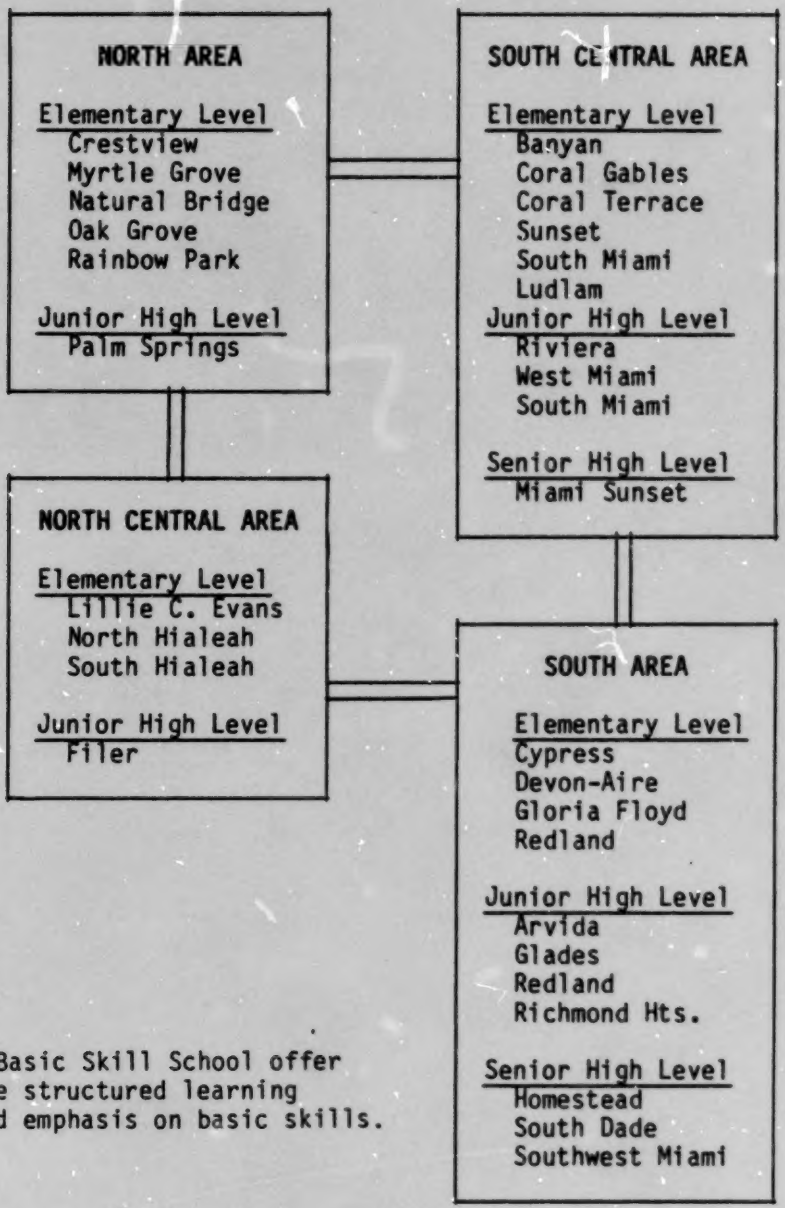


* By definition, Exceptional Student Education Centers are schools housing in excess of nine exceptional student classes. The center schools offer the related service programs of Speech/Language Therapy, Occupational and Physical Therapy, as well as educational programming based on each student's Individualized Educational Plan (IEP).

Source: Annual records, Division of Student Services.

TRADITIONAL/BASIC SKILLS SCHOOLS*

1983-84



* A Traditional/Basic Skill School offer students a more structured learning environment and emphasis on basic skills.

NUMBER OF TRADITIONAL/BASIC SKILLS SCHOOLS AT EACH LEVEL

Elementary Level	18
Junior High Level	9
Senior High Level	4
TOTAL	31

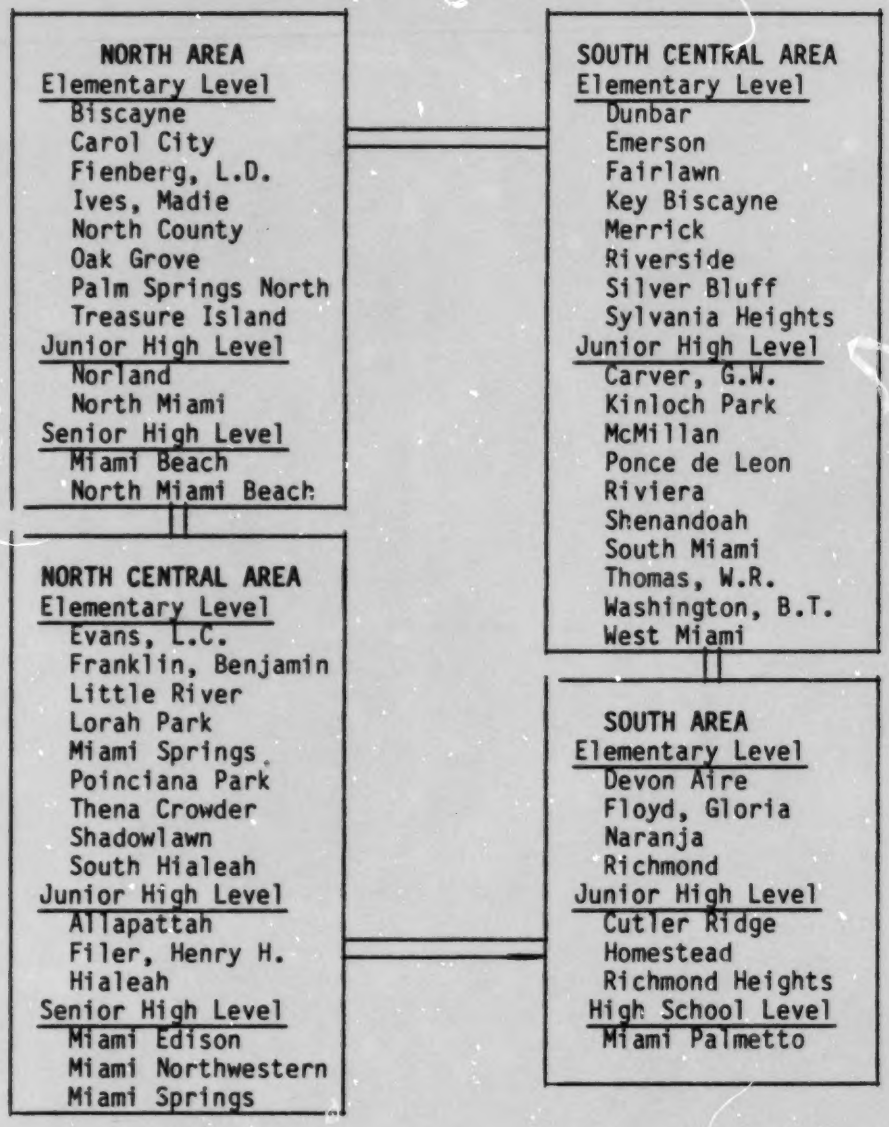
Source: Annual records, Department of Basic Skills.

COMPREHENSIVE HIGH SCHOOLS*
1983-84

* A Comprehensive High School is one that offers five or more trade and industrial programs in addition to a regular academic curriculum.

Source: Annual records, Office of Vocational, Adult, and Community Education.

COMMUNITY SCHOOLS*
1983-84



* Community schools provide the community with educational, cultural, and recreational services beyond those offered through the regular elementary and secondary school program. This process provides a means by which resources of the school system and the community are mobilized to provide a total learning climate. Activities provided range from children's afternoon enrichment programs to classes offered for adults and senior citizens. Community schools are distinguished from adult schools in that: 1) community schools offer programs mainly of a cultural and recreational nature, and no high school credit is awarded, and 2) community schools are funded primarily by tuition fees, grants, and donations. Community school programs have been established at 53 Dade County Public Schools.

Source: Annual records, Office of Vocational, Adult, and Community Education.

ADULT/VOCATIONAL SCHOOLS*
1983-84

SENIOR HIGH ADULT EDUCATION CENTERS BY AREA

NORTH AREA

American Adult Education Ctr.
Hialeah-Miami Lakes Adult Education Center
Miami Carol City Adult Education Center
North Miami Adult Education Center

SOUTH CENTRAL AREA

Coral Gables Adult Education Center
Miami Coral Park Adult Education Center
Miami Senior Adult Education Center
Miami Sunset Adult Education Center

NORTH CENTRAL AREA

Hialeah Adult Education Ctr.
Miami Central Adult Education Center**
Miami Jackson Adult Ed. Ctr.
Miami Northwestern Adult Education Center
Miami Springs Adult Ed. Ctr.

SOUTH AREA

Miami Palmetto Adult Education Center
South Dade Adult Education Center
Miami Southridge Adult Education Center
Southwest Miami Adult Education Center

OTHER ADULT/VOCATIONAL CENTERS

George T. Baker Aviation School
Lindsey Hopkins Technical Ed. Ctr.
Miami Skill Center
Miami Dorsey Skill Center
South Dade Skill Center
Miami Agricultural School
English Center
Miami-Lakes Voc. Technical Ed. Ctr.
Robert Morgan Voc. Tech. Institute
Ida Fisher Adult Education Center

*The Dade County Public Schools' adult education program serves the adult population through a variety of programs organized to give adults the opportunity for personal improvement and enrichment to enable them to participate more effectively in a changing society. Programs offered at adult education centers include: elementary classes for adults, high school courses, adult occupational preparation courses and various vocational programs. At present, 17 of Dade's 24 high schools operate adult education programs.

**Operates as a satelite program of Miami Northwestern.
Source: Annual records, Office of Vocational, Adult, and Community Education.

SCHOOLS PAIRED OR GROUPED FOR DESEGREGATION
1983-84

SCHOOLS	CONDITION	YEAR[b]
NORTH CENTRAL AREA		
Opa-Locka Elementary (K-6) Rainbow Park Elementary (K-6)	Zoned[a]	1970-71
Broadmoor Elementary (K-3) West Little River Elementary (K,4-6)	Paired	1970-71
Comstock Elementary (K-3) Pharr Elementary (K,4-6)	Paired	1970-71
Santa Clara Elementary (K-2) Allapattah Elementary (K,3-6)	Paired	1970-71
Earlington Heights Elementary (K-3) Melrose Elementary (K,4-6)	Paired	1979-80
SOUTH CENTRAL AREA		
Douglas Elementary (K-3) Riverside Elementary (K,4-6)	Paired	1970-71
Carver Elem (K-2) Coral Gables Elementary (K,3-6) Sunset Elementary (K,3-6)	Grouped	1971-72
Carver Junior High (7) Ponce de Leon Junior High (8-9)	Paired	1970-71
SOUTH AREA		
Bel-Aire Elementary (K-4) Perrine Elementary (K-4) Moton Elementary (K,5-6)	Grouped	1970-71
Coral Reef Elementary (K-5) Howard Drive Elementary (K-5) Leewood Elementary (K-5) Palmetto Elementary (K-5) Vineland Elementary (K-5) Martin Elementary (K,6)	Grouped	1971-72
Lewis Elementary (K-5) Redondo Elementary (K-5) West Homestead Elementary (K-5) Avocado Elementary (K-5) Campbell Drive Middle (6)* Homestead Junior (6)*	Grouped	1972-73
Pine Lake Elementary (K-3) Richmond Elementary (4-6)	Paired	1978-79[c]

a No longer zoned in 1983-84.

b Original pairing or grouping was by court order in 1970-71; subsequent pairing was by Board Action.

c Paired by Board action as directed by court order.

* Board action 1980-81 and 1981-82.

Source: Annual records, Office of Administrative Operations.

EDUCATIONAL PROGRAMS AND SERVICES

AVERAGE CLASS SIZE
ELEMENTARY AND SECONDARY SCHOOLS
1983-84

Elementary Schools

Grades	Average Class Size
K	23.8
1	21.2
2	21.4
3	22.2
4	25.8
5	26.4
6	26.8

Junior and Senior High Schools

Subjects	Average Class Size	
	Junior	Senior
Social Studies	28.3	29.8
Science	28.4	30.2
Mathematics	27.3	26.3
Language Arts	22.6	23.4
Physical Education	38.3	47.3
Art	24.4	28.1
Foreign Language	26.2	27.2
Music	29.3	32.0

SOURCES: Elementary: Course Code Survey, October 1983, Office of Educational Accountability.

Secondary: Master Seat Inventory File, October 1983, Department of Management Information Systems.

LIST OF CONTRACTED PROGRAMS

FEDERAL-STATE-OTHER

1983-84

Project Title	Funding Level	Total Personnel		No. of Students Served	
		Full-Time	Part-Time	Public Schools	Non-Public Schools
ECIA, CHAPTER 1 - Part A					
Schoolwide Project	$ 1,751,047	71	--	2,192	--
Secondary, Alternative & Non-Public	$ 3,969,600	154	--	16,806	2,161
Priority Elementary Schools	$ 6,097,345	259	--	12,177	--
State Compensatory Project	$12,081,481	512	--	17,235	--
Support Components	$ 4,317,630	230	--	--	--
Sub-Total	$28,217,103				
ECIA, CHAPTER 1 - Part B					
Dade County Migrant Child Compensatory Education Program	$ 686,267	33	38	2,455	--
ECIA, CHAPTER 2					
Motivate and Stimulate for Excellence (MASE)	$ 303,027	9	1	700	--
Intergroup Relations	$ 382,058	10	--	--	--
Elementary School Career Awareness	$ 198,297	7	--	--	--
Center for Urban and Minority Education (CUME)	$ 100,998	4	--	--	--
School Alternative Vocational Education (SAVE)	$ 46,363	1	5	15	--
Computer Education	$ 251,423	1	--	--	--
Purchase of Science Equipment	$ 50,000	--	--	10,400	--
Library Materials	$ 451,814	--	--	212,412	22,936
Teaching/Outreach/Parent Involvement (TOPS)	$ 238,385	5	6	--	--
Law Education Goals and Learnings (LEGAL)	$ 110,565	3	--	6,383	175
Evaluation	$ 101,524	3	--	--	--
Dropout Prevention and Reduction (SUCCESS)	$ 28,833	--	12	200	--
Program Development for Artistically Talented	$ 58,212	--	14+	180	--
Articulated for Career Education (ACE)	$ 63,341	--	--	--	--
K-6 Elementary Foreign Language	$ 832,212	34	--	+15,000	--
Sub-Total	$ 3,217,052				
ESEA, TITLE VII					
Materials Development Project in Haitian Creole	$ 177,298	5	--	169	7

Source: Status Report of Contracted Programs, Federal-State-Foundation. Office of Federal Projects Administration.

LIST OF CONTRACTED PROGRAMS

FEDERAL-STATE-OTHER

1983-84

Project Title	Funding Level	Total Personnel		No. of Students Served	
		Full-Time	Part-Time	Public Schools	Non-Public Schools
ESEA, Title VII (continued)					
Elementary Project - Organized Resources for Bilingual Instruction and Training (ORBITS)	$ 133,898	4	3	320	--
Computer Assisted Learning Instruction to Obtain Proficiency in English (CALIOPE)	$ 156,014	3	--	524	20
Sub-total	$ 467,210				
ESEA, Title X					
Federal Impact Aid Program (SAFA-M&O)	$ 1,275,000	--	3	--	--
Florida Compensatory Education Program					
State Compensatory Education	$ 5,978,721	53	--	--	--
Economic Opportunity Program					
Follow Through Local Project	$ 257,530	6	19	415	--
Programs for the Handicapped					
Florida Diagnostic and Learning Resources System - South (FDLRS-South)	$ 699,828	17	3	All Handicapped	
ECIA, Chapter I Handicapped	$ 398,452	23	6	729	--
Education of the Handicapped Act, Part B	$ 3,099,219	71	--	20,911	8[illegible]
Pre-School Incentive	$ 47,716	2	1	--	--
Florida Diagnostic and Learning Resource System - Exceptional Technology (FDLRS-ET)	$ 36,836	--	--	All Excep/Handicapped	
Multi-agency Network for Severly Handicapped Disturbed Students	$ 150,000	3	--	Severely Emotionally Disturbed	
Sub-Total	$ 4,432,051				
Educational Television and Radio Programs					
CPB - Non-broadcast	$ 34,461	--	--	222,058	52,053
N.T.I.A. - DOE	$ 259,356	--	--	--	--
Corporation for Public Broadcasting - Radio Community Service Grant	$ 105,310	3	--	222,058	52,053
Corporation for Public Broadcasting - TV Community Service Grant	$ 538,448	16	--	222,058	52,053

LIST OF CONTRACTED PROGRAMS

FEDERAL-STATE-OTHER

1983-84

Project Title	Funding Level	Total Personnel		No. of Students Served	
		Full-Time	Part-Time	Public Schools	Non-Public Schools
Educational Television and Radio Programs (continued)					
S.D.E. - Florida Community Service Grant - TV	$ 501,450	18	--	222,058	52,053
S.D.E. - Florida Community Service Grant - Radio	$ 83,578	4	--	222,058	52,053
S.D.E. - Florida Community Service Grant	$ 511,036	18	--	222,058	52,053
S.D.E. Florida Community Service Grant - Radio	$ 85,182	4	--	222,058	52,053
S.D.E. - Radio Reading Service	$ 42,089	2	1	222,058	52,053
Sub-Total	$ 2,160,910				
Environment, Ecology and Energy Programs					
Environmental Nature Walk	$ 1,500	--	32	450	--
Dade County Environmental Story	$ 10,000	--	22	--	--
Sub-Total	$ 11,500				
Miscellaneous Programs					
NDN State Facilitator Project Award	$ 4,400	--	31	7,500	--
School Volunteers Development Project (SVDP)	$ 45,701	1.5	--	--	--
Training for Turnabout Volunteers (TTV)	$ 23,913	.5	--	--	--
Special Services for American Indian Students (SSAIS)	$ 4,737	--	1	68	--
Parent/School Partners (EIP)	$ 4,500	4	3	--	--
Parent Close-up	$ 4,940	--	--	--	--
Community & School Together (CAST)	$ 3,500	--	--	--	--
State General Revenue Migrant Early Childhood Program	$ 215,545	3	7	--	--
Elem. Legal Framework (ELF)	$ 9,000	--	4	117,402	--
The Urban Consumer and the Free Enterprise System	$ 3,000	--	--	1,200	--
Career Education Theatre Project (PACE)	$ 7,500	--	1	222,058	--
Adult Vocational Programs					
Sixteenth Annual Vocational Educators' Workshop	$ 24,435	79	--	--	--
Crop Production	$ 1,253	--	--	--	--
Nursery Operation	$ 1,861	--	--	--	--
Nursery Operations	$ 5,125	--	--	--	--
Fundamentals of Agribusiness	$ 4,486	--	--	--	--

LIST OF CONTRACTED PROGRAMS

FEDERAL-STATE-OTHER

1983-84

Project Title	Funding Level	Total Personnel		No. of Students Served	
		Full-Time	Part-Time	Public Schools	Non-Public Schools
Miscellaneous Programs (continued)					
Applied Principles of Agribusiness	$ 875	--	--	--	--
Vocational Business Education - Secondary	$ 279,720	--	--	1,420	--
Vocational Business Education	$ 29,200	--	--	1,420	--
Industrial Arts - Secondary	$ 84,470	10	--	1,100	--
Promotion & Recruitment	$ 21,550	--	--	--	--
Vocational Education for the Handicapped (VEH)	$ 138,294	4	--	419	--
Industrial Educ. - Secondary	$ 112,881	--	--	844	--
Work Study for Vocational Education Students	$ 45,375	--	--	--	--
Diversified Cooperative Training	$ 44,705	--	--	515	--
Diversified Cooperative Training-Micro Computer	$ 5,529	--	--	515	--
Special Needs-Post Secondary	$ 562	--	--	--	--
Health Occupations Students of America (HOSA)	$ 6,500	--	--	--	--
Fundamentals of Homemaking	$ 42,933	1	--	--	--
Health Occupations-Secondary	$ 32,295	--	--	--	--
Food and Nutrition	$ 16,300	--	--	--	--
Health Occupations-Post Sec.	$ 15,587	--	--	--	--
Homemaking - Secondary	$ 40,700	--	--	--	--
Marketing & Distributive Education	$ 32,846	--	--	311	--
Clothing & Textiles-Post Sec.	$ 9,190	--	--	--	--
Homemaking - Post Secondary	$ 13,905	--	--	50	--
Health Programs - Secondary Disadvantaged	$ 2,000	--	6	--	--
Textiles - Post Secondary	$ 9,300	--	--	--	--
Limited English Proficiency	$ 28,117	--	4	200	--
Consumer and Homemaking - Post Secondary	$ 23,100	--	--	--	--
Homemaking Special Needs-Sec.	$ 20,329	--	--	--	--
Consumer & Homemaking - Sec.	$ 6,474	--	1	--	--
Criminal Justice Aide	$ 16,270	--	--	--	--
Practical Nursing-Post Sec.	$ 21,773	--	--	--	--
Health Programs-Disadvantaged	$ 80,967	--	8	--	--
Industrial Educ.-Post Sec.	$ 213,419	--	--	--	--
IMTS Occupational Exploration Component	$ 41,281	1	--	--	--

LIST OF CONTRACTED PROGRAMS

FEDERAL-STATE-OTHER

1983-84

Project Title	Funding Level	Total Personnel		No. of Students Served	
		Full-Time	Part-Time	Public Schools	Non-Public Schools
Adult Vocational Programs (continued)					
New Initiative Program Instructional Resources Component (NIP/IRS)	$ 44,754	1	1	--	--
Individualized Training System (IMTS)	$ 70,794	1	5	2,530	--
New Initiative Program - Outreach and Recruitment	$ 38,183	1	--	--	--
Adult Basic Education Project (ABE)	$ 271,746	4	8	164,430	--
Dorsey Day Care Food Program	$ 28,717	--	1	--	--
Summer Youth Employment Program (SYEP)	$ 498,000	45	8	450	--
Dade County After-School Care Program	$ 38,934	--	3	--	--
Day Care Centers Program	$ 218,196	52	2	--	--
Dance Festival of Children	$ 15,000	--	9	180	--
Competencies for Vocational Teachers and Administrators Serving Persons with Limited English	$ 7,000	40	--	--	--
Personnel Development - Teachers of Business Off. and Occupations	$ 5,800	--	3	--	--
VESOL Teacher Competencies	$ 7,000	40	--	--	--
Job Training Partnership	$ 652,793	14.6	--	--	--
Dade County Skills Centers	$ 176,061	6.4	--	--	--
Dade School Board Entrant Program	$ 357,182	7	--	--	--
Sub-Total	$ 3,906,767				

ENROLLMENT IN BILINGUAL PROGRAMS

Program	1979-80	1980-81	1981-82	1982-83
ESOL				
Elementary	11,284	19,351	19,084	18,170
Secondary	2,162	6,888	7,272	6,690
Spanish-S (K-12)	40,807	44,404	45,834	49,881
Elementary Spanish SL	26,260	26,662	22,143	38,138
Secondary Spanish FL	8,821	8,898	8,322	8,042
BCC* (Elementary)	12,611	16,918	19,073	19,044

*BCC - Bilingual Curriculum Content. Includes some students who are not limited English proficient attending bilingual schools.

Source: Annual records, Bilingual/Foreign Language Education Department.

ATTENDANCE AND SOCIAL WORK SERVICES
SELECTED COMPARATIVE DATA

	1979-80	1980-81	1981-82	1982-83
Number of referrals				
New	50,303	47,687	46,874	46,812
Old	26,226	23,781	19,063	21,241
Number of Parent contacts, visiting teacher contacts (home and field)	55,654	51,605	48,080	48,484
School personnel contacts (total school conferences)	84,728	75,168	66,548	64,795
Number of referrals to community resources	2,514	2,705	2,110	1,914
Number of comprehensive social case histories referred (psychological referrals)	10,585	9,113	9,130	7,492
Number of cases referred to court (Florida Division of Youth Services--Court Activity)	1,238	1,309	1,495	1,495
Number of cases referred to Protective Services (Florida Division of Family Services)	24	21	27	36
Average number of referrals per visiting teacher	1,142	1,083*	1,014	1,047
Visiting Teacher/Pupil Ratio	1:3,382	1:3,544*	1:3,482	1:3,445
Visiting Teachers	67	66*	65	65

*Data published in The Status of Education: 1979-80, 1980-81 has been adjusted.

Source: Annual records, Attendance Department.

EDUCATIONAL MEDIA SERVICES
SELECTED COMPARATIVE DATA

	1980-81	1981-82	1982-83
Audiovisual Services			
Total prints in library	14,539	14,712	16,700
Number of titles	6,396	6,250	6,800
Number of centrally located films and audiovisual materials delivered to schools	180,089	178,000	179,0[illegible]
Percentage of film requests rejected because of non-availability	7.0%	8.0%	8.0%
Percentage of film collection which is new or replaced during the year	11.0%	11.0%	12.5%
Radio and Television			
Number of broadcast hours:			
Television (Chs. 2, 9, 11, 13, 17)*	12,200	12,140	12,350
Cable T.V. educational channel one		17,310	4,960
Radio	7,250	7,250	8,528
Number of new television programs produced	690	705	730
Textbook Services			
Total State funds allocated for textbooks	$4,905,880	$4,757,147	$4,939,194
Textbooks purchased	793,832	713,210	712,726
Average cost per textbook	$6.18	$6.67	$6.93

*Channel 2 ceased broadcasting educational programs in January 1983.

Source: Annual Records, Department of Educational Media Programs.

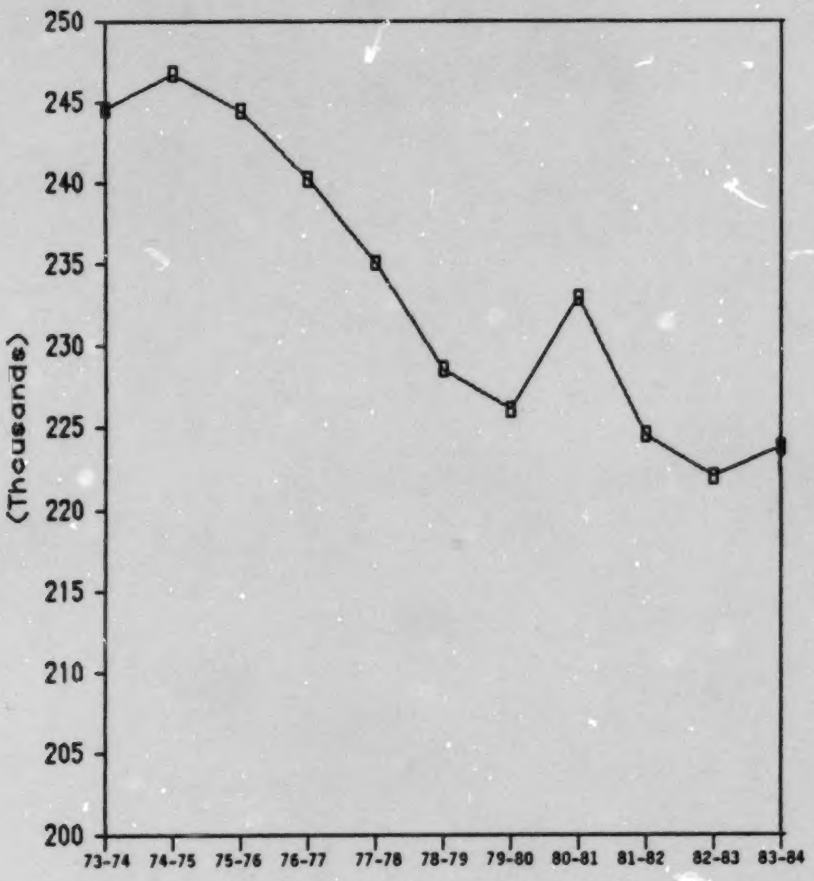
EDUCATIONAL MEDIA SERVICES
SELECTED COMPARATIVE DATA
(continued)

	1980-81	1981-82	1982-83
Library Services			
Average number of library books and periodicals by grade level:			
Elementary Schools			
Books	8,703	8,792	8,366
Periodicals	27	26	27
Junior High Schools			
Books	13,966	14,085	14,413
Periodicals	60	56	63
Senior High Schools			
Books	27,021	30,793	27,863
Periodicals	117	145	207
Number of library books per student by grade level:			
Elementary Schools	13	13	12
Junior High Schools	11	12	12
Senior High Schools	13	17	15
Average cost per new library book:			
Elementary Schools	$5.25	$6.00	$6.55
Junior High Schools	$5.50	$6.50	$7.05
Senior High Schools	$7.50	$9.15	$9.70
Average number of circulations per pupil:			
Elementary Schools	31	28	29
Junior High Schools	7	7	7
Senior High Schools	6	7	7

Source: Annual records, Department of Educational Media Programs.

STUDENTS

PUPIL MEMBERSHIP, FIRST MONTH
1973-74 to 1983-84



Year	First Month						
	Pre-Kdg.	Kdg.	Elem. (1-6)	Junior (7-9)	Senior (10-12)	Off-Campus Programs For Alternative and Exceptional Ed. K-12	Total
1973-74		12,202	115,768	61,981	54,617	NA	244,568
1974-75		13,675	112,934	63,400	55,806	924	246,739
1975-76		14,364	109,379	64,732	55,746	218	244,439
1976-77		14,548	105,212	64,793	55,441	254	240,248
1977-78		13,485	103,526	62,430	55,375	307	235,123
1978-79		12,738	102,773	59,676	52,919	486	228,592
1979-80		12,775	103,833	57,672	51,459	416	226,155
1980-81	268	13,201	109,760	58,065	51,139	518	232,951
1981-82	224	13,108	105,980	56,051	48,571	646	224,580
1982-83	237	12,858	104,402	56,237	47,579	745	222,058
1983-84	228	12,823	105,009	57,116	47,875	803	223,854

Source: Current Year Fall Student Survey, October 1983, Office of Educational Accountability
Prior years - Historical records, Office of Educational Accountability

SUMMARY DISTRIBUTION OF STUDENTS BY ETHNIC CLASSIFICATION AND GRADE LEVEL
September 30, 1983

Grade	White Non-Hispanic Number	%	Black Non-Hispanic Number	%	Hispanic Number	%	Asian/ Pacific Islander Number	%	American Indian Alaskan Native Number	%	Total Membership
PK	74	31.22	83	35.02	78	32.91	2	.84	0	.00	237
K	3,087	24.07	4,662	36.35	4,940	38.52	132	1.03	5	.04	12,826
1	4,081	24.57	5,759	34.67	6,615	39.82	153	.92	4	.02	16,612
2	4,134	24.41	5,726	33.81	6,900	40.74	172	1.02	4	.02	16,936
3	4,293	24.87	5,685	32.93	7,082	41.02	197	1.14	7	.04	17,264
4	4,470	25.22	5,896	33.27	7,156	40.38	195	1.10	4	.02	17,721
5	4,560	25.27	6,002	33.27	7,249	40.18	225	1.25	6	.03	18,042
6	4,881	26.31	6,143	33.11	7,342	39.57	183	.99	6	.03	18,555
PK-6 Total	29,580	25.03	39,956	33.81	47,362	40.07	1,259	1.07	36	.03	118,193
7	5,796	27.71	6,958	33.27	7,948	38.00	207	.99	7	.03	20,916
8	5,628	30.14	5,674	30.39	7,178	38.44	180	.96	11	.06	18,671
9	5,545	31.01	5,366	30.01	6,773	37.87	190	1.06	9	.05	17,883
7-9 Total	16,969	29.53	17,998	31.32	21,899	38.11	577	1.00	27	.05	57,470
10	5,633	29.41	6,110	31.90	7,235	37.78	169	.88	4	.02	19,151
11	5,002	32.02	4,489	28.74	5,957	38.13	168	1.08	5	.03	15,621
12	4,692	34.97	3,424	25.52	5,156	38.42	144	1.07	3	.02	13,419
10-12 Total	15,327	31.80	14,023	29.10	18,348	38.07	481	1.00	12	.02	48,191
Total	61,876	27.64	71,977	32.15	87,609	39.14	2,317	1.04	75	.03	223,854

NOTE: Percentages may not total 100 due to rounding.

Source: Fall Student Survey, October 1983, Office of Educational Accountability.

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SUMMARY DISTRIBUTION OF K-12 STUDENTS BY ETHNIC CLASSIFICATION
AND TYPE OF SCHOOL ENROLLED - SEPTEMBER, 30, 1983

School Category	White Non-Hispanic Number	%	Black Non-Hispanic Number	%	Hispanic Number	%	Asian/ Pacific Islander Number	%	Am. Indian/ Alaskan Native Number	%	Total Student Membership
Elementary											
North	8,440	30.2	10,230	36.6	8,933	32.0	335	1.2	6	0.0	27,944
North Central	2,449	7.7	18,355	57.5	10,995	34.4	139	0.4	11	0.0	31,949
South Central	5,689	19.7	2,873	9.9	20,080	69.5	246	0.9	9	0.0	28,897
South	12,454	46.5	7,256	27.1	6,543	24.4	522	1.9	8	0.0	26,783
TOTAL	29,032	25.1	38,714	33.5	46,551	40.3	1,242	1.1	34	0.0	115,573
Junior High											
North	4,986	33.4	5,315	35.7	4,463	29.9	142	1.0	2	0.0	14,908
North Central	969	7.8	7,114	57.2	4,318	34.7	41	0.3	3	0.0	12,445
South Central	3,266	22.8	1,135	7.9	9,790	68.3	133	0.9	10	0.1	14,334
South	7,056	53.0	3,031	22.8	2,961	22.3	246	1.8	8	0.1	13,302
TOTAL	16,277	29.6	16,595	30.2	21,532	39.2	562	1.0	23	0.0	54,989
Senior High											
North	5,169	35.5	5,477	37.7	3,773	25.9	119	0.8	6	0.0	14,544
North Central	844	7.0	6,678	55.6	4,447	37.0	44	0.4	1	0.0	12,014
South Central	2,889	25.6	784	7.0	7,464	66.3	126	1.1	3	0.0	11,256
South	7,330	54.0	2,483	18.3	3,549	26.1	218	1.6	5	0.0	13,585
TOTAL	16,232	31.6	15,422	30.0	19,233	37.4	507	1.0	15	0.0	51,409
Alternative Schools											
North	---	---	---	---	---	---	---	---	---	---	---
North Central	19	2.9	604	92.8	28	4.3	0	0.0	0	0.0	651
South Central	31	17.8	110	63.2	33	19.0	0	0.0	0	0.0	174
South	25	9.8	211	82.7	19	7.5	0	0.0	0	0.0	255
TOTAL	75	6.9	925	85.6	80	7.4	0	0.0	0	0.0	1,080
All School Centers											
North	18,595	32.4	21,022	36.6	17,169	29.9	596	1.0	14	0.0	57,396
North Central	4,281	7.5	32,751	57.4	19,788	34.7	224	0.4	15	0.0	57,059
South Central	11,875	21.7	4,902	9.0	37,367	68.3	505	0.9	22	0.0	54,671
South	26,865	49.8	12,981	24.1	13,072	24.2	986	1.8	21	0.0	53,925
TOTAL	61,615	27.6	71,656	32.1	87,396	39.2	2,311	1.0	72	0.0	223,051
Systemwide Alternative and Exceptional Student Programs	260	32.4	321	40.0	213	26.5	6	0.7	3	0.4	803
TOTAL MEMBERSHIP	61,876	27.6	71,977	32.1	87,609	39.1	2,317	1.0	75	0.0	223,854

NOTE: Percentages may not total 100 due to rounding.

Source: Fall Student Survey, October 1983, Office of Educational Accountability.

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION
BY AREA
(BASED ON CURRENT AREA CONFIGURATION)
1979-1983

Area and Year	White Non-Hispanic Number	%	Black Non-Hispanic Number	%	Hispanic Number	%	Other Number	%	Total*
NORTH									
1979	25,854	43.9	18,479	31.4	14,199	24.1	345	0.6	58,877
1980	23,018	38.8	19,460	32.8	16,429	27.7	439	0.7	59,347
1981	20,781	36.0	20,033	34.7	16,465	28.5	513	0.9	57,796
1982	19,472	34.2	20,320	35.7	16,646	29.2	558	1.0	56,992
1983	18,595	32.4	21,022	36.6	17,169	29.9	610	1.1	57,396
NORTH CENTRAL									
1979	6,329	11.4	31,006	55.7	18,147	32.6	182	0.3	55,661
1980	5,736	9.7	31,487	53.5	21,380	36.3	243	0.4	58,844
1981	4,920	8.8	31,175	55.6	19,707	35.2	248	0.4	56,056
1982	4,489	8.1	31,348	56.3	19,618	35.2	227	0.4	55,680
1983	4,281	7.5	32,751	57.4	19,788	34.7	239	0.4	57,059
SOUTH CENTRAL									
1979	16,290	29.0	5,711	10.2	33,703	60.0	460	0.8	56,165
1980	14,703	25.3	5,399	9.3	37,466	64.5	485	0.8	58,054
1981	13,178	23.6	5,139	9.2	37,110	66.3	529	0.9	55,953
1982	12,179	22.5	4,910	9.1	36,661	67.6	488	0.9	54,236
1983	11,875	21.7	4,902	9.0	37,367	68.3	527	1.0	54,671
SOUTH									
1979	31,887	57.9	12,448	22.6	10,005	18.2	694	1.3	55,038
1980	30,542	54.4	12,462	22.2	12,273	21.8	911	1.6	56,184
1981	28,231	52.1	12,725	23.5	12,223	22.6	957	1.8	54,138
1982	27,589	50.7	12,762	23.5	13,035	24.0	1,011	1.9	54,396
1983	26,865	49.8	12,981	24.1	13,072	24.2	1,007	1.9	53,925
COUNTYWIDE									
1979	80,360	35.6	67,644	30.0	76,054	33.7	1,681	0.7	225,736
1980	73,999	31.8	68,808	29.6	87,548	37.7	2,078	0.9	232,439
1981	67,110	30.0	69,072	30.8	85,505	38.2	2,247	1.0	223,933
1982	63,729	28.8	69,340	31.3	85,960	38.8	2,284	1.0	221,314
1983	61,616	27.6	71,656	32.1	87,396	39.2	2,383	1.1	223,051

*Totals do not include students enrolled in off-campus alternative and exceptional student education programs: 1979 - 416, 1980 - 518, 1981 - 646, 1982 - 745, 1983 - 803.

NOTE: Percentages may not total 100 due to rounding.

Current Year Source: Fall Student Survey, October 1983, Office of Educational Accountability.

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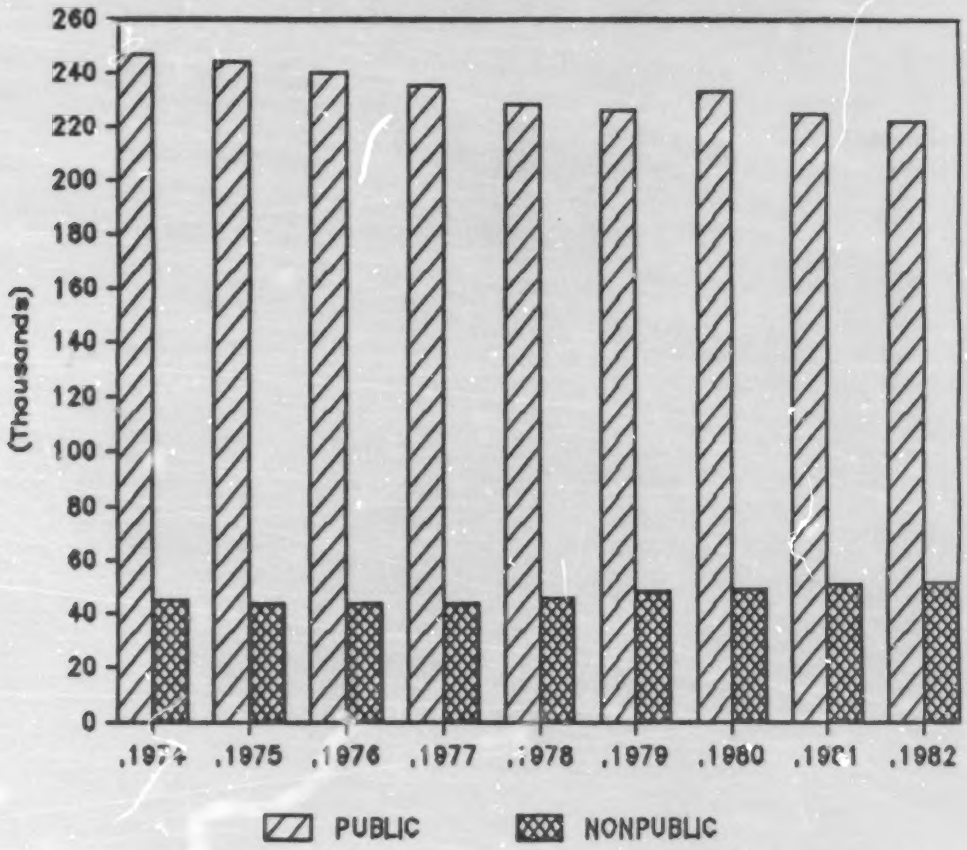
TOTAL NUMBER OF SCHOOL AGE CHILDREN IN PUBLIC AND NON-PUBLIC SCHOOLS
1974 to 1982



Year	Public School		Non-public School		Total	
	Number*	%	Number	%	Number	%
1974	246,739	84.7	44,498	15.3	291,237	100
1975	244,439	85.0	43,218	15.0	287,657	100
1976	240,248	84.7	43,541	15.3	283,789	100
1977	235,123	84.5	43,062	15.5	278,185	100
1978	228,592	83.3	45,780	16.7	274,372	100
1979	226,155	82.4	48,218	17.6	274,373	100
1980	232,951	82.7	48,785	17.3	281,736	100
1981	224,580	81.6	50,780	18.4	275,360	100
1982	222,058	81.0	52,053	19.0	274,111	100

* Totals include pre-kindergarten and Alternative and Exceptional Student education programs.

Source: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services

MEMBERSHIP OF PUBLIC AND NON-PUBLIC SCHOOLS
IN DADE BY GRADE GROUPS
1974-82

	K		1-6		7-9		10-12		K-12 *	
	Number	%	Number	%	Number	%	Number	%	Number	%
1974										
Public Schools	13,675	5.6	112,934	45.9	63,400	25.8	55,806	22.7	245,815	100
Non-Public School	4,616	10.4	21,984	49.4	11,603	26.1	6,295	14.1	44,498	100
1975										
Public Schools	14,364	5.9	109,379	44.8	64,732	26.5	55,746	22.8	244,221	100
Non-Public Schools	3,564	8.2	20,947	48.5	11,844	27.4	6,863	15.9	43,218	100
1976										
Public Schools	14,548	6.1	105,212	43.8	64,793	27.0	55,441	23.1	239,994	100
Non-Public Schools	4,239	9.7	20,428	46.9	11,478	26.4	7,396	17.0	43,541	100
1977										
Public Schools	13,485	5.7	103,526	44.1	62,430	26.6	55,375	23.6	234,816	100
Non-Public Schools	4,219	9.8	19,902	46.2	11,595	26.9	7,346	17.1	43,062	100
1978										
Public Schools	12,738	5.6	102,773	45.1	59,676	26.2	52,919	23.2	228,106	100
Non-Public Schools	4,827	10.5	21,041	46.0	11,746	25.7	8,166	17.8	45,780	100
1979										
Public Schools	12,775	5.7	103,833	46.0	57,672	25.5	51,459	22.8	225,739	100
Non-Public Schools	4,914	10.2	22,556	46.8	11,569	24.0	9,179	19.0	48,218	100
1980										
Public Schools	13,201	5.7	109,760	47.3	58,065	25.0	51,139	22.0	232,165	100
Non-Public Schools	5,047	10.3	23,267	47.7	11,411	23.4	9,060	18.6	48,785	100
1981										
Public Schools	13,108	5.9	105,980	47.4	56,051	25.1	48,571	21.7	223,710	100
Non-Public Schools	5,947	11.7	24,067	47.4	11,572	22.8	9,194	18.1	50,780	100
1982										
Public Schools	12,858	5.8	104,402	47.2	56,237	25.4	47,579	21.5	221,076	100
Non-Public Schools	7,039	13.5	23,981	46.1	11,995	23.0	9,038	17.4	52,053	100

* Totals do not include pre-kindergarten and students enrolled in off-campus alternative and exceptional student education programs.

Sources: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services.

ANNUAL CHANGES IN STUDENT POPULATION BY ETHNIC CLASSIFICATION - COUNTYWIDE

Period	Black Non-Hispanic	Hispanic	White & Other	Total
1965 to 1966	5,827	3,128	2,333	11,288
1966 to 1967	2,124	4,904	742	7,770
1967 to 1968	3,237	10,156	-587	12,806
1968 to 1969	1,888	7,076	1,695	10,659
1969 to 1970	1,833	2,827	-8,283	-3,623
1970 to 1971	2,040	5,924	-3,197	4,767
1971 to 1972	711	4,980	-8,919	-3,228
1972 to 1973	1,046	6,156	-4,648	2,554
1973 to 1974	339	6,334	-4,490	2,183
1974 to 1975	429	1,355	-4,097	-2,313
1975 to 1976	1,205	-553	-4,879	-4,227
1976 to 1977	919	393	-6,490	-5,178
1977 to 1978	-550	-368	-5,792	-6,710
1978 to 1979	363	2,454	-5,184	-2,367
1979 to 1980	1,164	11,494	-5,964	6,694
1980 to 1981	264	-2,043	-6,720	-8,499
1981 to 1982	321	464	-3,307	-2,522
1982 to 1983	2,316	1,436	-2,014	1,738

NOTE: 1965 - First Racial and Ethnic Census

- Cuban Refugee Airlift began in October

1966 - Head Start program established with an increase of approximately 4,000 students, mostly Black

1968 - Countywide kindergarten program established with an increase of approximately 6,000 students

1969 - Kindergarten program expanded by approximately 3,000 students

1970 - Court-ordered pairing and grouping of schools for desegregation

1971 - Head Start Program became part of kindergarten program

- Cuban Refugee Airlift discontinued in October except for occasional flights

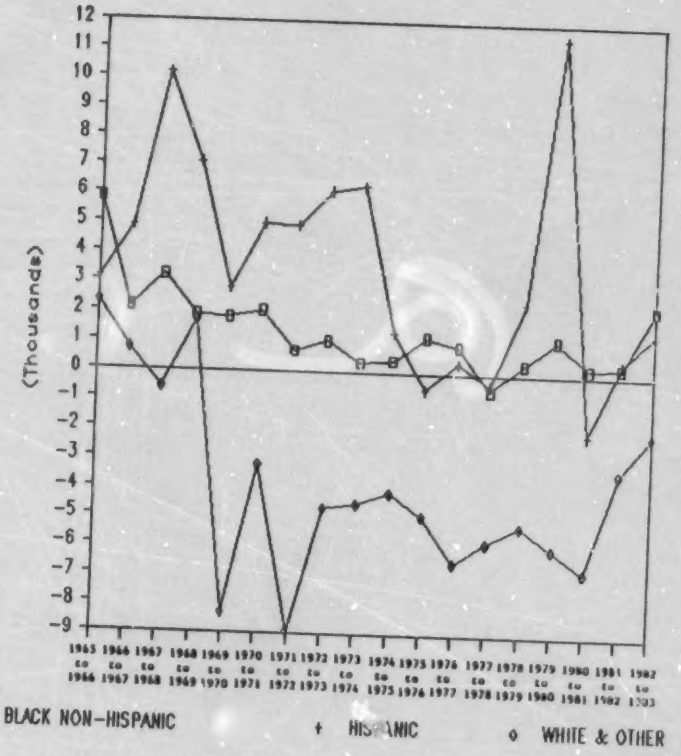
1975 - Hispanic definition liberalized to include Black Hispanic students who previously were reported as Black

1977 - New four area structure implemented

1980 - Entrant program structured for new refugee influx

1982 - Satisfactory completion of kindergarten program required for admission to first grade

Source: Historical records, Office of Educational Accountability.



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ADULT PROGRAM ENROLLMENT BY CENTER*

Center	1979-80	1980-81	1981-82	1982-83
American High	5,517	8,758	12,212	12,054
Baker Aviation, George T.	1,497	928	990	1,462
Coral Gables High	12,128	13,312	12,869	14,177
English Center	14,048	19,780	17,853	20,700
Fisher Adult Center, Ida	13,390	19,671	23,845	19,775
Hialeah High	18,153	21,537	20,312	19,961
Hialeah-Miami Lakes High	16,546	20,423	16,674	13,948
Lindsey Hopkins Ed. Center	38,896	42,020	40,116	23,738
Miami Carol City High	17,516	17,959	16,903	14,630
Miami Central High	7,874	8,432	8,467	5,544
Miami Coral Park High	14,118	17,810	16,361	16,604
Miami Dorsey Skill Center	4,863	3,974	4,114	6,326
Miami Jackson High	5,135	8,126	7,095	9,092
Miami Lakes Technical	8,766	9,338	10,577	9,775
Miami Northwestern High	2,542	3,114	7,992	9,982
Miami Palmetto High	16,009	15,124	18,213	18,905
Miami Senior High	26,753	29,575	31,545	27,907
Miami Skill Center	1,729	1,630	985	1,210
Miami Southridge High	6,596	5,956	6,086	5,714
Miami Springs High	20,549	19,742	19,819	19,410
North Miami High	37,018	40,952	49,463	45,735
Robert Morgan Technical	4,451	5,390	6,385	6,841
South Dade High	8,983	9,889	9,152	10,851
South Dade Skill Center	1,553	1,011	996	1,761
Southwest Miami High	19,956	20,038	20,703	21,551
Countywide (C.I.S.-CS)	-	2,013	768	-
TOTAL	324,586	366,502	380,495	357,653
TOTAL FTE_{uw}**	19,866.33	22,666.79	22,909.35	24,801.40

*Annual enrollment over four quarters.
**Full-time equivalent student (unweighted). FTE totals include all counts (Oct, Feb., June, July) in all adult/vocational programs.

Source: Annual records, Office of Vocational, Adult, and Community Education.

ADULT PROGRAM ENROLLMENT BY TYPE OF COURSE*

Program	1979-80	1980-81	1981-82	1982-83
Agriculture	93	120	409	401
Apprenticeship Training	2,902	2,887	3,061	3,103
Distributive Education	8,560	6,885	7,030	6,136
Diversified Education	-	-	-	53
General Adult Education	226,292	277,117	281,489	264,824
Health Occupations	2,233	2,418	2,990	2,619
Home Economics	15,533	15,844	17,184	17,447
Office Occupations	22,831	22,024	23,316	23,350
Public Service	-	-	-	130
Trade and Industrial	21,257	22,405	24,242	22,019
Community Inst. Services	7,808	23,297	18,590	16,258
Tuition/Self-Supporting	13,850	7,743	2,184	1,313
TOTAL	321,359	380,740	380,495	357,653

*Annual enrollment over four quarters.

Source: Annual records, Office of Vocational, Adult, and Community Education.

OUTCOMES OF SCHOOLING

NUMBER OF HIGH SCHOOL GRADUATES
1976-77 to 1982-83

School Year	Number of Graduates	Percent of Twelfth Grade Membership*
1976-77	14,185	95.0
1977-78	14,370	93.6
1978-79	12,965	96.6
1979-80	13,103	94.6
1980-81	12,626	95.7
1981-82	12,119	94.5**
1982-83	12,428	96.3

* First Month Membership

** Percentage of membership prior to 1981-82 was computed including only 12th grade students in regular on campus classes.

Source: Fall Student Survey, October 1983, Office of Educational Accountability.

7th EDITION STANFORD ACHIEVEMENT TESTS
MEDIAN PERCENTILES
SPRING 1982 and 1983

SUBTEST	K* 82	K* 83	K* ***	1 82	1 83	1 ***	2 82	2 83	2 ***	3 82	3 83	3 ***	4 82	4 83	4 ***	5 82	5 83	5 ***	6 82	6 83	6 ***	7 82	7 83	7 ***	8 82	8 83	8 ***	9 82	9 83	9 ***	10 82	10 83	10 ***	11 **	11 83
Reading Comprehension				41	44	+3	40	40	0	43	40	-3	35	34	-1	39	37	-2	43	41	-2	38	38	0	44	49	+5	52	54	+2	42	42	0	--	45
Mathematics Computation	53	39	-14	40	39	-1	55	55	0	51	48	-3	50	51	+1	54	54	0	60	60	0	45	45	0	53	56	+3	62	62	0	51	52	+1	--	54
Mathematics Concepts				35	40	+5	50	51	+1	49	49	0	50	52	+2	45	48	+3	51	48	-3	46	46	0	49	51	+2	55	55	0				--	
Mathematics Applications							40	42	+2	53	50	-3	51	48	-3	49	47	-2	52	52	0	41	41	0	41	44	+3	44	46	+2				--	
Listening Comprehension	32	32	0	36	36	0	41	44	+3	41	38	-3	42	38	-4	40	37	-3	42	40	-2	40	40	0	44	44	0	45	45	0				--	
Language										48	48	0	42	45	+3	46	46	0	48	48	0	41	43	+2	39	42	+3	44	45	+1	41	38	-3	--	44
Science										43	40	-3	42	40	-2	40	40	-0	45	42	-3	37	41	+4	34	39	+5	35	38	+3	38	35	-3	--	35
Social Science										45	41	-4	41	41	0	40	37	-3	48	45	-3	42	39	-3	37	37	0	42	42	0	37	35	-2	--	39
Sounds and Letters	45	49	+4																															
Word Reading	49	55	+6	45	45	0	40	40	0																									
Sentence Reading	51	--																																
Environment	32	34	+2	42	42	0	40	40	0																									

* Kindergarten Test Level was changed between 1982 and 1983.
** Grade 11 was not tested in 1982.
*** Difference between score for 1982 and score for 1983.

Note: National median percentile is 50
Source: Test File, Office of Educational Accountability

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STATEWIDE STUDENT ASSESSMENT TEST
PART I, BASIC SKILLS

In the table below are shown the "average percent mastery" scores for the Statewide Student Assessment Test for 1981 through 1983 (October). Average percent mastery is the numeric average, across the number of standards tested, of the percent of students achieving each standard. Averaged across all skill areas and grades, Dade's average percentage mastery for October 1983 is 88, an increase of 1 point from last year. The State average computed in the same manner is 91, also an increase of 1 point from the prior year.

Districtwide and State Average Percent Mastery
October Basic Skills Test 1981-83

Skill Area		Grade 3		Grade 5		Grade 8		Average by Skill Area across Grades	
		Dade	State	Dade	State	Dade	State	Dade	State
Reading	1983	89	92	86	89	83	88	86	90
	1982	88	91	87	90	84	88	86	90
	1981	88	89	86	87	83	85	86	87
Writing	1983	94	96	90	92	91	93	92	94
	1982	93	95	87	90	89	92	90	92
	1981	90	92	86	87	88	88	88	89
Mathematics	1983	91	92	87	87	85	87	88	89
	1982	89	90	85	86	84	85	86	87
	1981	90	90	85	85	82	82	86	86
								Over-all Average	
Average by Grade across Skill Areas	1983	91	93	88	89	86	89	88	91
	1982	90	92	86	89	86	88	87	90
	1981	89	90	86	86	84	85	86	87

Source: Listings of Achievement, Florida Department of Education.

SSAT, PART II - GRADE 10
COMPARISON--PERCENT OF STUDENTS PASSING
SPRING 1982 - SPRING 1983

SCHOOLS	COMMUNICATION SKILLS		MATHEMATICS SKILLS	
	1982	1983	1982	1983
American	92	90	60	60
Coral Gables	96	91	81	71
Hialeah	93	88	72	64
Hialeah-Miami Lakes	95	89	69	70
Homestead	95	94	74	70
Miami Beach	92	91	71	72
Miami Carol City	84	78	39	47
Miami Central	84	86	52	46
Miami Coral Park	97	97	83	84
Miami Edison	81	83	49	53
Miami Jackson	86	77	52	50
Miami Killian	98	98	85	80
Miami Norland	94	92	67	69
Miami Northwestern	83	82	39	48
Miami Palmetto	96	96	84	84
Miami Senior	93	88	76	66
Miami Southridge	95	94	74	69
Miami Springs	90	87	71	67
Miami Sunset	96	96	82	85
North Miami	92	87	70	65
North Miami Beach	97	95	83	77
South Dade	94	91	70	72
South Miami	94	92	76	76
Southwest Miami	97	96	82	79
DISTRICT	93	90	71	68
STATE	95	95	78	78

NUMBER TESTED IN DADE - 1982 15,305

NUMBER TESTED IN DADE - 1983 15,037

AMERICAN COLLEGE TESTING EXAMINATION (ACT)
1982-83

Percentages of Students in Various Test Score Intervals

Score Ranges	English			Mathematics			Social Studies			Natural Science			Composite		
	Dade	State	National	Dade	State	National	Dade	State	National	Dade	State	National	Dade	State	National
26 - 36	10	8	7	19	17	17	19	16	14	27	27	27	15	14	13
21 - 25	28	30	28	24	24	22	21	22	22	22	26	25	26	26	25
16 - 20	28	32	32	18	19	17	17	19	19	26	26	27	24	28	28
1 - 15	35	31	33	38	40	44	43	43	45	25	21	21	35	32	35
MEAN	17.7	18.1	17.8	17.9	17.6	16.9	17.4	17.4	17.1	20.2	20.8	20.9	18.5	18.6	18.3

Note: It should be noted that this program is not a part of the districtwide testing program. Participation in this program is voluntary and is generally for the purpose of college admission. It has been the practice in Dade County Public Schools to encourage participation if the student expresses any interest in attending college.

Approximately 20% of the State's 12th grade students took the ACT. In Dade less than 12% of the 12th graders in public schools took the ACT.

Source: High School Profile Report, The American College Testing Program.

COMPARISON OF PERCENTAGE OF DADE AND STATE STUDENTS ON MASTERY OF THE STATE STUDENT ASSESSMENT TESTS BY ETHNIC CATEGORIES

	1977					1981					1982				
	White	Black	Hispanic	Other	Total	White	Black	Hispanic	Other	Total	White	Black	Hispanic	Other	Total
Grade 3															
State	87	71	79	84	83	91	83	87	89	89	93	86	87	90	90
Dade	89	71	81	85	81	92	85	88	89	88	93	86	88	88	88
Grade 5															
State	82	62	76	79	77	88	77	83	85	85	89	79	83	88	86
Dade	86	62	79	73	76	89	79	85	84	84	90	80	83	87	84
Grade 8															
State	79	51	71	67	72	86	72	82	80	83	89	77	82	87	86
Dade	81	50	73	62	70	90	73	84	79	83	91	76	83	84	83
Grade 10 - SSAT-I*															
State	83	54	76	69	76	89	73	83	80	86	88	71	79	79	83
Dade	84	54	77	68	74	91	73	84	78	84	89	68	80	81	80
Grade 10 - SSAT-II** (Communications)															
State	97	74	93	81	92	98	88	94	88	95	97	87	92	89	94
Dade	97	75	93	69	89	97	85	94	80	92	97	83	93	89	92
Grade 10 - SSAT-II** (Mathematics)															
State	76	23	61	55	64	87	51	76	69	78	85	49	73	71	76
Dade	79	23	62	49	58	88	47	78	60	73	86	44	74	78	69

*Data for 1977 and 1981 are based upon October assessment of students in Grade 11.
**Data for 1977 is based upon October assessment of students in Grade 11.

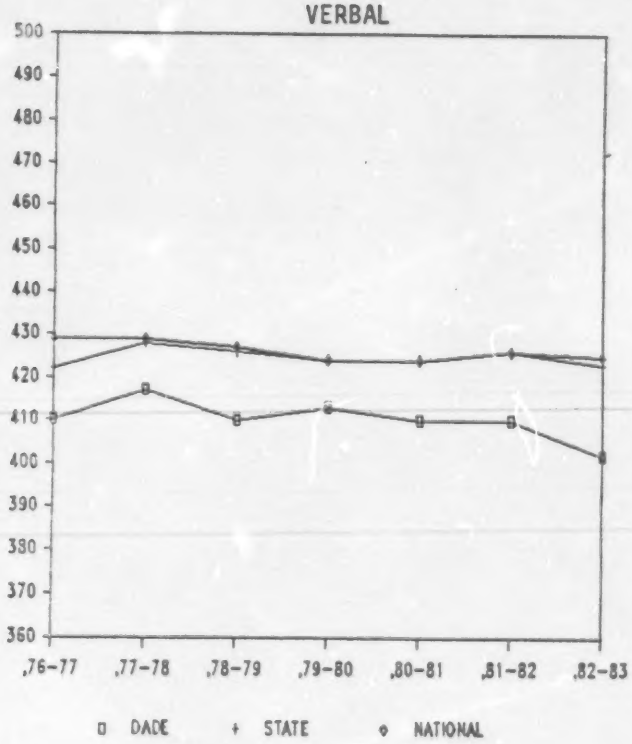
Source: A COMPARATIVE ANALYSIS OF ATTAINMENT OF MINIMUM PERFORMANCE STANDARDS BY SCHOOL - SCHOOL DISTRICT - REGION, 1977-1981-1982, Florida Department of Education.

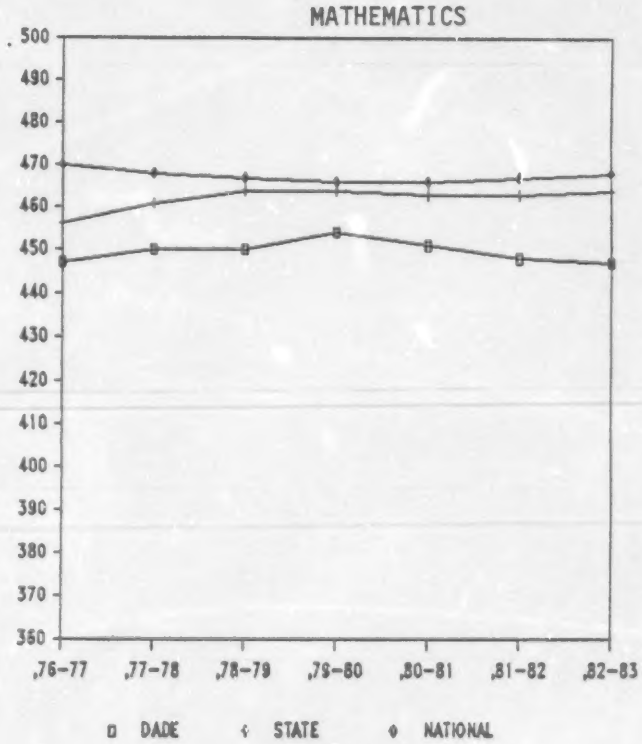
Data for this table give derived composite scores which are the average percentages of students achieving each basic skills minimum performance standard at the individual grade levels assessed.

The derived scores on the SSAT II are the actual percentages of students passing communications and mathematics.

SEVEN-YEAR SUMMARY
SCHOLASTIC APTITUDE TEST SCORES

	VERBAL							MATHEMATICS						
	76/77	77/78	78/79	79/80	80/81	81/82	82/83	76/77	77/78	78/79	79/80	80-81	81-82	82/8
DADE	410	417	410	413	410	410	402	447	450	450	454	451	448	447
STATE	422	428	426	424	424	426	423	456	461	464	464	463	463	464
NATIONAL	429	429	427	424	424	426	425	470	468	467	466	466	467	468





Note: It should be noted that this program is not a part of the districtwide testing program. Participation in this program is voluntary and is generally for the purpose of college admission. It has been the practice in Dade County Public Schools to encourage participation if the student expresses any interest in attending college.

Source: College Board ATP Summary Reports, College Entrance Examination Board.

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NUMBER OF STUDENTS NOT PROMOTED DURING 1982-83 BY ETHNIC CATEGORIES

	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
P/Kindergarten	19	37	30	1		87
Kindergarten	127	304	426	6		863
First	192	636	797	4	1	1,630
Second	121	366	514	2	1	1,004
Third	129	359	485	5	1	979
Fourth	108	348	380	3	1	840
Fifth	131	283	360	7		781
Sixth	95	190	299			584
Seventh	370	1,001	867	7	2	2,247
Eighth	214	467	417	2		1,100
Ninth	263	435	297	8		1,003
Tenth	344	957	674	6		1,981
Eleventh	247	546	455	5	1	1,254
Twelfth	151	150	176	5		482
Total	2,511	6,079	6,177	61	7	14,835

STUDENTS NOT PROMOTED AS A PERCENTAGE OF STUDENT MEMBERSHIP WITHIN ETHNIC CATEGORIES

	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1980-81	4.6	11.2	8.8	3.6	12.9	8.1
1981-82	5.0	11.6	9.4	4.1	8.2	8.7
1982-83	3.9	8.7	7.2	2.8	7.4	6.7

SOURCE: Fall Student Survey, October 1983, Office of Educational Accountability.

ADMINISTRATIVE ACTION DEALING WITH DISRUPTIVE STUDENTS

Year	Principals' Suspensions	Additional 30-Day Suspensions	Expul-sions	PLACEMENT IN OPPORTUNITY SCHOOL PROGRAM		SCSI* Placement	Corporal Punishment
				Voluntary	Administrative		
1972-73	8,066	517	135	---	---	6,747	---
1973-74	4,733	154	23	138	45	19,130	---
1974-75	4,105	2	0	670	79	24,000	---
1975-76	4,387	5	0	375	91	25,066	---
1976-77	7,343	0**	3	730	207	22,568	10,566***
1977-78	8,135	0	4	746	153	26,495	10,732
1978-79	8,337	0	10	721	723	31,342	12,552
1979-80	7,863	0	1	569	488	31,410	13,171
1980-81	10,293	0	38	295	767	28,935	16,750
1981-82	11,373	0	77	288	586	31,099	13,920
1982-83	11,483	0	68	318	573	28,211	9,260

*School Center for Special Instruction.
**No longer permitted by State Statute.
***First year districtwide statistics compiled.

Source: Annual records, Department of Alternative Education Placement.

DROPOUT DATA, BY SCHOOL
(STUDENTS 16 YEARS OF AGE OR ABOVE)
1982-83

NORTH AREA SCHOOL NAME	SCHOOL CODE	ACTIVE ENROLLMENT[1] BLACK	WHITE	HISPANIC	OTHER	TOTAL	WITHDRAWAL[2]	DROPOUTS[3] BLACK	WHITE	HISPANIC	OTHER	TOTAL	DROPOUT[4] RATE
CAROL CITY JR.	6051	10	1	7	0	18	0	6	1	6	0	13	41.9%
HIGHLAND OAKS JR.	6241	2	14	10	0	26	0	3	17	2	0	22	45.8%
JEFFERSON T. JR.	6281	46	56	21	3	126	2	16	18	2	0	36	21.9%
KENNEDY, J. F. JR.	6301	17	14	5	0	36	0	6	11	3	1	21	36.8%
LAKE STEVENS JR.	6351	8	2	5	0	14	0	10	1	9	0	20	58.8%
MIAMI LAKES JUNIOR HI	6501	5	10	39	1	55	0	3	14	24	0	41	42.7%
NAUTILUS JUNIOR HIGH	6541	3	3	14	0	20	0	9	3	23	0	35	63.6%
NORLAND JUNIOR HIGH	6571	39	13	11	1	64	9	10	5	4	1	20	21.5%
NORTH DADE JUNIOR HIG	6591	58	0	3	0	61	2	18	1	2	0	21	25.0%
NORTH MIAMI JR.	6631	29	20	12	1	62	0	6	19	6	0	31	33.3%
PALM SPRINGS JR.	6681	0	12	134	1	147	0	0	10	59	0	69	31.9%
PARKWAY JUNIOR HIGH	6721	79	3	11	0	93	5	14	3	3	0	20	16.9%
AMERICAN HIGH SCHOOL	7011	570	284	362	4	1220	38	120	68	82	0	270	17.6%
HIALEAH-MIAMI LAKES S	7131	351	574	1012	8	1945	73	49	76	168	2	295	12.7%
MIAMI BEACH SR.	7201	245	515	435	10	1205	42	61	128	150	3	342	21.5%
MIAMI CAROL CITY SENI	7231	926	90	247	9	1272	52	226	30	81	1	338	20.3%
MIAMI NORLAND SENIOR	7381	810	390	91	13	1304	56	102	90	16	1	209	13.3%
NORTH MIAMI BEACH SEN	7541	280	1179	207	33	1699	103	55	160	44	2	261	12.6%
NORTH MIAMI SENIOR HI	7591	440	805	255	29	1529	91	74	189	55	2	320	16.4%
AREA TOTAL:		3918	3984	2881	113	10896	473	788	844	739	13	2384	17.33%

NORTH CENTRAL AREA SCHOOL NAME	SCHOOL CODE	ACTIVE ENROLLMENT[1] BLACK	WHITE	HISPANIC	OTHER	TOTAL	WITHDRAWAL[2]	DROPOUTS[3] BLACK	WHITE	HISPANIC	OTHER	TOTAL	DROPOUT[4] RATE
ALLAPATTAH JR.	6011	38	1	26	0	65	0	16	0	15	0	31	32.2%
BROWNSVILLE JR.	6031	76	5	21	0	102	1	47	0	15	0	62	37.5%
DREW MIDDLE SCHOOL	6141	4	0	0	0	4	2	22	0	1	0	23	79.3%
FILER, H. H. JR.	6171	14	11	130	0	155	1	2	6	47	0	55	26.0%
HIALEAH JR.	6231	34	27	112	0	173	2	6	6	48	0	60	25.5%
ROBERT E LEE JUNIOR H	6371	58	2	77	0	137	0	24	2	43	0	69	33.4%
MADISON JR.	6391	56	3	27	0	86	12	11	3	4	0	18	15.5%
MANN, HORACE JR.	6461	27	6	12	0	45	1	9	4	6	0	19	29.2%
MIAMI EDISON MIDDLE	6481	57	1	10	0	68	1	44	0	10	0	54	43.9%
MIAMI SPRINGS JUNIOR	6521	28	14	94	1	137	0	14	10	55	0	79	36.5%
WESTVIEW JUNIOR HIGH	6981	62	7	36	1	106	0	30	5	17	1	53	33.3%
HIALEAH SR HIGH SCHOO	7111	111	285	1785	7	2188	156	35	38	228	1	302	11.4%
MIAMI CENTRAL SR.	7251	1031	75	176	15	1297	57	185	23	53	1	262	16.2%
MIAMI EDISON SENIOR	7301	1131	42	170	7	1350	55	183	16	37	4	240	14.5%
MIAMI JACKSON SENIOR	7341	799	20	641	1	1461	58	89	12	148	0	249	14.0%
MIAMI NORTHWESTERN SR	7411	1413	1	6	0	1420	44	326	1	3	0	330	18.3%
MIAMI SPRINGS SENIOR.	7511	237	301	919	8	1465	132	40	36	128	1	205	11.3%
AREA TOTAL:		5176	801	4242	40	10259	522	1083	162	858	8	2111	16.37%

See explanatory notes on page 64.

Source: Office of Student Support Programs.

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DROPOUT DATA, BY SCHOOL
(STUDENTS 16 YEARS OF AGE OR ABOVE)
1982-83

SOUTH AREA SCHOOL NAME	SCHOOL CODE	ACTIVE ENROLLMENT[1] BLACK	WHITE	HISPANIC	OTHER	TOTAL	WITHDRAWALS[2]	DROPOUTS[3] BLACK	WHITE	HISPANIC	OTHER	TOTAL	DROPOUT[4] RATE
ARVIDA JR.	6021	13	21	21	2	57	0	3	2	8	0	13	18.5%
CAMPBELL DR MIDDLE S	6061	8	7	12	0	27	1	6	12	15	0	33	54.0%
CENTENNIAL JR.	6081	13	14	9	1	37	1	2	5	3	0	10	20.8%
CUTLER RIDGE JR.	6151	36	26	21	5	88	3	0	7	6	0	13	12.5%
GLADES JR.	6211	9	12	31	1	48	0	1	0	7	0	8	14.2%
HOMESTEAD JR. HIGH	6251	6	3	9	0	18	1	4	5	11	1	21	52.5%
MAYS JR.	6431	38	8	28	0	74	0	19	12	15	0	46	38.3%
PALMETTO JUNIOR HIGH	6701	7	10	7	2	26	0	2	6	3	0	11	29.7%
REDLAND JR.	6761	12	24	15	0	51	0	5	12	8	1	26	33.7%
RICHMOND HEIGHTS JUNI	6781	18	10	18	3	49	0	8	10	4	0	22	30.9%
SOUTHRIDGE JR.	6861	8	11	8	1	28	0	5	8	1	0	14	33.3%
HOMESTEAD SR HIGH SCH	7151	315	470	379	22	1186	92	61	140	92	7	300	19.0%
MIAMI KILLIAN SENIOR	7361	476	1263	251	45	2035	54	52	135	39	2	228	9.8%
MIAMI PALMETTO SENIOR	7431	241	1383	174	25	1823	41	41	159	33	5	238	11.3%
SOUTH DADE SR.	7701	207	605	167	9	988	117	41	118	59	3	221	16.6%
MIAMI SOUTHRIDGE SENI	7731	575	841	472	29	1917	193	70	89	54	1	214	9.2%
SOUTHWEST MIAMI	7741	9	594	1094	25	1722	39	1	87	164	1	253	12.5%
AREA TOTAL:		1986	5302	2716	170	10174	542	321	807	522	21	1671	13.49%

SOUTH CENTRAL AREA SCHOOL NAME	SCHOOL CODE	ACTIVE ENROLLMENT[1] BLACK	WHITE	HISPANIC	OTHER	TOTAL	WITHDRAWAL[2]	DROPOUTS[3] BLACK	WHITE	HISPANIC	OTHER	TOTAL	DROPOUT[4] RATE
CITRUS GROVE JR.	6091	10	2	86	0	98	2	3	0	58	0	61	37.8%
KINLOCH PARK JR.	6331	0	1	122	0	123	0	3	0	58	0	61	33.1%
HOWARD D. MCMILLAN JR	6441	2	20	49	1	72	0	1	16	21	0	38	34.5%
PONCE DE LEON JUNIOR	6741	29	8	52	2	90	0	9	10	26	1	46	33.8%
RIVIERA JR. HIGH COMM	6801	2	38	111	2	153	2	0	8	25	0	33	17.5%
ROCKWAY JR.	6821	1	11	57	0	69	0	0	4	24	0	28	28.8%
SHENANDOAH JUNIOR HIG	6841	2	2	102	0	106	2	0	4	61	0	65	37.5%
SOUTH MIAMI JR.	6881	14	9	32	1	56	0	2	9	15	1	27	32.5%
W. R. THOMAS JUNIOR H	6901	1	13	83	1	98	0	0	4	27	1	32	24.6%
BOOKER T WASHINGTON J	6911	32	1	54	0	87	0	20	1	66	0	87	50.0%
WEST MIAMI JR.	6961	0	3	82	0	85	0	0	2	23	0	25	22.7%
CORAL GABLES SENIOR H	7071	224	588	1023	13	1848	81	41	104	174	2	321	14.2%
MIAMI CORAL PARK SR.	7271	7	330	1648	12	1997	167	3	43	212	0	258	10.6%
MIAMI SENIOR HIGH SCH	7461	145	56	1628	16	1845	103	35	13	279	0	327	14.3%
MIAMI SUNSET SR.	7531	45	1118	872	68	2103	110	3	157	143	7	310	12.2%
SOUTH MIAMI SENIOR HI	7721	184	377	1219	12	1792	47	25	65	208	3	301	14.0%
AREA TOTAL:		697	2577	7220	128	10622	514	145	440	1420	15	2020	15.35%

See explanatory notes on page 64.

DROPOUT DATA, BY SCHOOL
(STUDENTS 16 YEARS OF AGE OR ABOVE)
1982-83

ALTERNATIVE CENTERS SCHOOL NAME	SCHOOL CODE	ACTIVE ENROLLMENT[1] BLACK	WHITE	HISPANIC	OTHER	TOTAL	WITHDRAWAL[2]	DROPOUTS[3] BLACK	WHITE	HISPANIC	OTHER	TOTAL	DROPOUT[4] RATE
J.R.E. LEE CENTER	2861	13	2	5	0	20	0	18	4	15	0	37	64.9%
MIAMI DOUGLAS MACARTH	7254	226	2	5	0	233	27	212	6	1	1	220	45.8%
MACARTHUR -- SOUTH SR	7631	143	15	21	0	179	8	73	29	23	0	125	40.0%
JAN MANA OPPORTUNITY	8101	42	5	5	0	52	0	70	5	13	0	88	62.8%
C.O.P.E. CENTER--NORT	8121	70	0	1	0	71	5	47	1	6	0	54	41.5%
C.O.P.E. CENTER--SOUT	8131	74	3	5	0	82	2	33	4	4	0	41	32.8%
CENTERS TOTAL:		568	27	42	0	637	42	453	49	62	1	565	45.42%
DISTRICTWIDE TOTAL:		12345	12691	17101	451	42588	2093	2790	2302	3601	58	8751	16.4%

(1) Students, over the age of 16, who were enrolled as of June 14, 1983.

(2) Students, over the age of 16, who withdrew in special categories, but are not dropouts, i.e., Congressional Pages, Overseas Study, Deceased, Mid-year Graduates and, G.E.D. and Certificate of Attendance Recipients.

(3) Students who withdrew from school during the 1982-83 school year, and whose transcripts were not requested by another educational institution within 60 school days. Reference: Florida State Board of Education Administrative Rules 6A-6.71 (7) (c).

(4) Dropout rate is computed by adding "Active Enrollment," "Withdrawals," and "Dropouts," then dividing that sum into the total number of dropouts shown for each school. It is to be noted that students below the age of 16 are not considered in the dropout rate computation. Junior high schools show a higher percentage of dropouts because relatively few students are above the age of 16 and because many of these students have been retained one or more grades.

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ADULTS RECEIVING HIGH SCHOOL DIPLOMAS
BY ADULT CENTER

Adult Centers	1981-82	1982-83
Lindsey Hopkins Technical Education Center	72	24
American Adult	49	92
English Center	9	9
Coral Gables Adult	46	51
Hialeah Adult	88	76
Hialeah-Miami Lakes Adult	61	65
Dorsey Skill	17	20
Fisher/Fienberg	9	2
Miami Carol City Adult	81	68
Miami Central Adult	21	24
Miami Coral Park Adult	86	65
Miami Jackson Adult	7	24
Miami Northwestern Adult	11	16
Miami Palmetto Adult	22	17
Miami Senior Adult	199	181
Miami Springs Adult	115	56
North Miami Adult	196	126
South Dade Adult	80	56
Miami Southridge Adult	76	24
Southwest Miami Adult	123	145
TOTALS	1,368	1,143

Source: Annual records, Office of Vocational, Adult, and Community Education.

PERSONNEL

FULL-TIME STAFF BY EEOC CATEGORIES(1)

1980-81 to 1983-84

	EEOC Category	1980-81	1981-82	1982-83	1983-84
Administrative Staff					
01-3,5-6	Officials, Managers	132	137	147	225(2)
08	Consultants, Coordinators, Supervisors of Instruction	50	60	63	0
13	Principals	253	254	255	275(3)
18	Assistant Principals	415	409	428	418
20	Community School Coordinators	52	52	47	45
	Sub-Total	902	912	940	963
Instructional Staff					
27	Elementary Teachers	5,234	5,338	5,721	5,903
31	Secondary Teachers	4,505	4,265	4,287	4,579
32	Exceptional Child Teachers	1,179	1,138	1,204	1,268
33	Other Teachers	684	963	644	600
39-41	Guidance/Psychological	595	586	552	569
42	Librarians	291	289	289	287
43	Other Prof. Staff, Instructional	164	178	192	212
	Sub-Total	12,652	12,757	12,889	13,418
Other Staff					
44	Other Prof. Staff, Non-Instructional	203	213	211	247
48	Teacher Aides	1,109	937	908	936(4)
49	Technicians	88	93	107	112
50	Clerical/Secretarial Staff	1,701	1,776	1,832	1,[illegible]
51	Service Workers	2,082	2,177	2,161	2,[illegible]0
52	Skilled Workers	532	560	631	691
53	Laborers, Unskilled	45	45	37	43
	Sub-Total	5,760	5,801	5,887	6,031
	TOTAL FULL-TIME-STAFF	19,314	19,470	19,716	20,412

(1)EEOC - Equal Employment Opportunity Commission, Department of Health, Education and Welfare.

(2)Staff previously included as "consultants, coordinators, supervisors of instruction" are now counted in this category.

(3)Includes Senior High Adult Education Center Principals, who in prior years were included in the Assistant Principals category.

(4)Previously teacher aides were included in this chart as instructional staff.

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

NOTE: The code numbers preceding staff categories are those used in the Public Schools Staff Survey (EEO-5).

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AVERAGE ANNUAL SALARY OF SELECTED PERSONNEL
GROUPED BY EEOC CATEGORIES*
1982-83 and 1983-84

	Average Annual Salary 1982-83	Average Annual Salary 1983-84
Administrators		
Superintendent of Schools	$80,557	$85,868
Assistant, Associate, or Deputy Supt.	53,432	58,539
Directors, Instructional	46,118	49,431
Directors, Non Instructional	45,321	48,375
Principals	41,676	44,513
Supervisors, Instructional	37,702	41,414
Supervisors, Non Instructional	32,591	35,791
Coordinators	36,642	38,865
Assistant Principals	31,812	34,621
Classroom Teaching Staff**		
Teachers	22,621	23,834
School Level Professional Support Staff **		
Psychologists	31,286	32,489
Media Specialists	25,086	26,654
Counselors	26,978	28,916
Occupational Specialists	25,865	26,621
Non-School Level Professional Support Staff		
Accountants	$31,618	$31,919
Analysts	32,382	34,380
Auditors	26,567	28,017
Buyers	24,635	29,014
Specialists	24,886	25,662
Programmers	25,090	27,210
Investigators	20,976	23,620
Visiting Teachers	26,094	27,535
Educational Specialists	28,808	29,891
Teacher Aides	9,756	10,496
Secretaries and Clerks	12,376	13,331
Non-Professional Support Staff		
AV Technicians	15,008	16,225
Custodians	11,018	11,601
Bus Drivers	8,671	8,521
Laborers	12,236	14,221
Mechanics/Technicians	16,944	18,128
Trade, Journeymen	23,747	24,530

*Equal Employment Opportunity Commission.
**Annual salary is computed on a 10-month basis for school-level employees.

Source: 1982-83 - Year-end computation, Division of Budget.
1983-84 - Average Salary Printout (1-27-84), Department of Management Information Systems. Average salary reflects rates effective beginning January 1984.

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TEACHERS' BASE SALARY
Minimum and Maximum*
1980-81 to 1983-84 (10 Months)

	1980-1981		1981-1982		1982-1983		1983-1984**	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Bachelor's Degree	$11,515	$19,628	$12,229	$21,395	$14,299	$23,395	$15,083	$24,799
Master's Degree	12,262	20,386	15,229	24,395	17,229	26,395	18,083	27,799
Master's Degree + 36 Hours	12,974	20,967	16,829	25,995	18,829	27,995	19,683	29,399
Doctor's Degree	13,830	21,367	18,429	27,595	20,429	29,595	21,283	30,399

*Excludes Supplements and PIP.

**Salary rates effective January 6, 1984.

Source: Salary handbooks, Bureau of Personnel Management.

PARTICIPATION IN INSTRUCTIONAL STAFF TRAINING SERVICES
1981-82 and 1982-83

Type of Training	1981-1982 Programs No.	%	1981-1982 Participants No.	%	1982-1983 Programs No.	%	1982-1983 Participants No.	%
Early childhood and basic skills (reading, writing, mathematics)	196	23.1	2,693	12.4	325	26.0	4,062	15.48
Special subject areas and interdisciplinary instruction	178	21.0	4,124	19.1	159	13.0	3,792	14.45
Exceptional child education	46	5.4	2,523	11.7	79	6.0	3,238	12.34
Career, vocational, and adult education	43	5.1	1,029	4.8	101	8.0	2,360	8.99
Human relations, guidance, and classroom discipline	43	5.1	799	3.7	44	3.0	861	3.28
Administration, supervision, and school organization	205	24.2	6,349	29.3	202	16.0	5,488	20.92
General curriculum skills and knowledge for varied staff roles	74	8.7	1,806	8.3	119	9.0	563	2.15
Attendance at professional conferences and independent study	63	7.4	2,325	10.7	236	19.0	5,876	22.39
TOTALS	848	100	21,648	100	1,265	100	26,240	100

Source: Annual records, Bureau of Staff Development.

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME EMPLOYEES BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION AS OF NOVEMBER 16, 1983

Systemwide	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
FULL-TIME STAFF											
Officials, Admin., Mgrs-Inst.	152	63	18	8	1		37	17	8		
Officials, Admin., Mgrs-Non-Inst.	73	42	4	5			15	4	3		
Consultants-Supvs. of Inst.*											
Principals	275	114	47	9			56	32	15	1	1
Assistant Principals	418	139	62	18			85	68	45		1
Community School Coordinators	45	19	16	6			1	2	1		
Total Teachers	12,350	2,282	787	285	6	5	4,751	2,537	1,674	10	13
Elementary Classroom Teachers	5,903	506	302	77	2	2	2,360	1,565	1,079	6	4
Secondary Classroom Teachers	4,579	1,460	408	153	3	3	1,465	659	417	4	7
Exceptional Student Teachers	1,268	134	29	16			729	233	126		1
Other Teachers	600	182	48	39	1		197	80	52		1
Total Guidance	411	93	39	12			141	93	33		
Guidance - Elementary	107	20	6	3			46	18	14		
Guidance - Secondary	244	67	26	7			79	48	17		
Occup/Place. Specialists	60	6	7	2			16	27	2		
Visiting Teachers, Social Workers	74	14	18	7			18	8	9		
Psychologists	84	31		6			19	9	19		
Librarians/Audio-Visual Staff	287	26	3	1			166	74	16	1	
Other Prof Staff, Non-Admin/Inst.	212	46	18	6			82	43	17		
Other Prof Staff, Non-Admin/Non-Inst.	247	120	17	26	1		59	12	6	5	1
Teachers Aides	936	13	53	14			176	481	198	1	
Classroom Aides	909	8	49	12			172	475	192	1	
Except. Student Ed. Aides	1						1				
Other Aides	26	5	4	2			3	6	6		
Technicians	112	37	8	29			20	10	8		
Clerical/Secretarial Staff	1,852	29	29	25	1		920	473	370	3	2
Service Workers	2,150	131	703	614	4	1	95	555	47		
Skilled Crafts	691	391	134	157		1	5	2	1		
Laborers, Unskilled	43	10	29	4							
Total Full-Time Staff	20,412	3,600	1,985	1,232	13	7	6,646	4,420	2,470	21	18
PART-TIME STAFF											
Professional Instructional	4,970	776	469	317	2	1	1,584	1,062	748	7	4
All Other	2,605	32	163	41			749	908	708	2	3
Total Part-Time Staff	7,575	808	631	358	2	1	2,333	1,970	1,456	9	7

*Included as "Officials, Administrators, Managers - Instruction".

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

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DISTRIBUTION OF FULL-TIME EMPLOYEES AT NON-SCHOOL ADMINISTRATIVE LOCATIONS BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION AS OF NOVEMBER 16, 1983

Administrative (Non-School) Locations	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
FULL-TIME STAFF											
Officials, Admin., Mgrs-Inst.	124	49	14	7	1		32	14	7		
Officials, Admin., Mgrs-Non-Inst	72	42	4	5			14	4	3		
Consultants-Supvs. of Inst.*											
Principals	1	1					1				
Assistant Principals	2	1									
Community School Coordinators											
Total Teachers	163	44	18	7	1		50	26	17		
Elementary Classroom Teachers	74	24	13	3	1		11	14	8		
Secondary Classroom Teachers	23	5	4				7	6	1		
Exceptional Student Teachers	63	15		4			31	6	7		
Other Teachers	3		1				1		1		
Total Guidance	6	1	1	1			1	2			
Guidance - Elementary											
Guidance - Secondary	6	1	1	1			1	2			
Occup/Place. Specialists											
Visiting Teachers, Social Workers	68	13	15	7			18	6	9		
Psychologists	76	26		6			17	9	18		
Librarians/Audio-visual Staff	4	1					3				
Other Prof. Staff, Non-Admin/Inst.	176	32	14	6			72	36	16		
Other Prof. Staff, Non-Admin/Non-Inst.	236	112	15	26	1		58	12	6	5	1
Teacher Aides	43		2	1			5	25	9	1	
Classroom Aides	43		2	1			5	25	9	1	
Except. Student Ed. Aides											
Other Aides											
Technicians	93	26	6	26			18	10	7		
Clerical/Secretarial Staff	662	21	16	19	1		268	180	136		1
Service Workers	533	34	55	56			72	309	7		
Skilled Crafts	691	391	134	157		1	5	2	1		
Laborers, Unskilled	38	8	26	4							
Total, Full-Time Staff	2,988	802	320	328	4	1	654	635	236	6	2
PART-TIME STAFF											
Professional Instructional	397	72	81	25			69	130	20		
All Other	195	4	26	9			54	73	29		
Total, Part-Time Staff	592	76	107	34			123	203	49		

*Now included as "Officials, Administrators, Managers Instruction."

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

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DISTRIBUTION OF NEWLY HIRED EMPLOYEES
BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF NOVEMBER 16, 1983

Systemwide	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am Ind/ Alaska Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am Ind/ Alaska Native
NEW HIRES (Beginning Employment) 7/1/83 - 10/31/83											
Officials, Admin., Mgrs., Cons.											
Principals/Assistant Principals											
Elementary Teachers - All	374	28	13	2			199	88	44		
Secondary Teachers - All	174	54	13	6			67	16	18		
Other Professional Staff - All	12	4	3	1			4				
Non-Professional Staff - All	50	6	2	2			19	13	8		
Total New Hires	610	92	31	11			289	117	70		
ADMINISTRATIVE (NON-SCHOOL) LOCATIONS											
NEW HIRES (Beginning Employment) 7/1/83 - 10/31/83											
Officials, Admin., Mgrs., Cons.											
Principals/Assistant Principals											
Elementary Teachers - All	2	1							1		
Secondary Teachers - All											
Other Professional Staff - All	11	4	3	1				3			
Non-Professional Staff - All	22	5		2				8	4	3	
Total New Hires	35	10	3	3				11	5	3	

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

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COMPARISON OF FULL-TIME STAFF BY ETHNIC CLASSIFICATION
AND JOB TYPE
1982-83 and 1983-84

Job Category	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian-Pacific Islander		American Indian Alaskan		Full-Time Staff Total	
	82-83	83-84	82-83	83-84	82-83	83-84	82-83	83-84	82-83	83-84	82-83	83-84
Administrative Staff (EEO 01-20)	554 58.9%	571 59.3%	261 27.8%	270 28.0%	120 12.8%	118 12.3%	2 .2%	2 .2%	3 .4%	2 .2%	940	963
Instructional Staff (EEO 21-43)	7,389 57.3%	7,669 57.2%	3,492 27.1%	3,629 27.0%	1,973 15.3%	2,085 15.5%	17 .1%	17 .1%	18 .1%	18 .1%	12,889	13,418
Support Staff (EEO 44-54)	2,031 34.5%	2,006 33.3%	2,402 40.8%	2,506 39.8%	1,431 24.3%	1,499 24.9%	15 .3%	15 .2%	8 .1%	5 .1%	5,887	6,031
TOTAL FULL-TIME STAFF	9,974 50.6%	10,246 50.2%	6,155 31.2%	6,405 31.4%	3,524 17.9%	3,702 18.1%	34 .2%	34 .2%	29 .1%	25 .1%	19,716	20,412

NOTES: Percentages may not total 100 due to rounding.

The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Current Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

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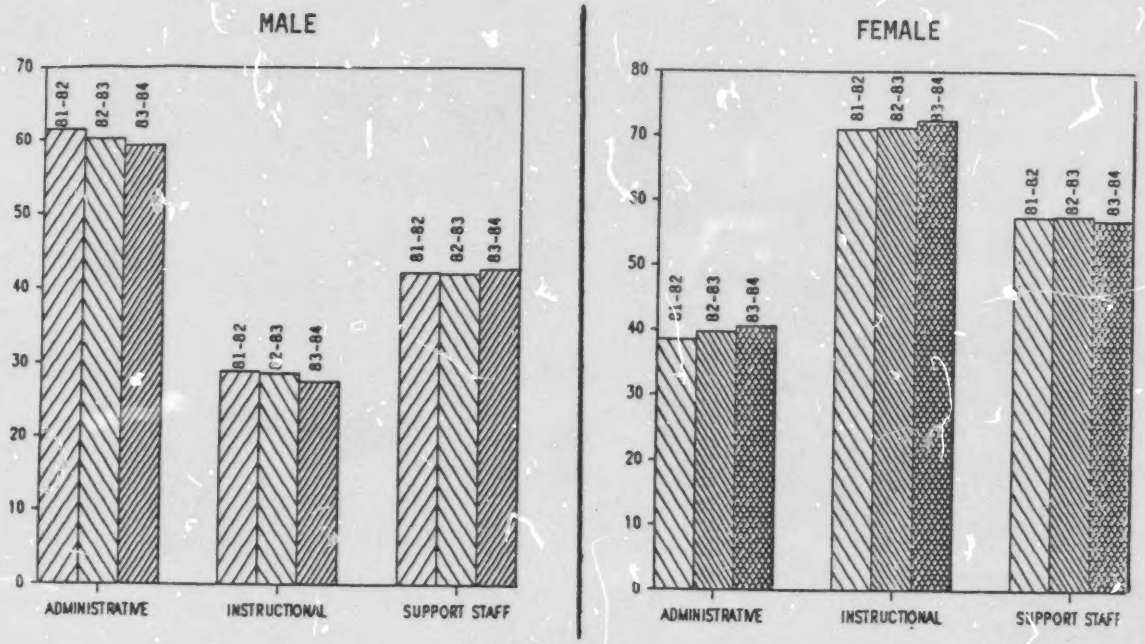
COMPARISON OF FULL-TIME STAFF BY SEX
AND VARIOUS JOB CLASSIFICATIONS
1981-82, 1982-83 and 1983-84



Job Category	Male			Female		
	81-82	82-83	83-84	81-82	82-83	83-84
Administrative (EEO 01-20)	561 61.5%	567 60.3%	571 59.3%	351 38.5%	373 39.7%	392 40.7%
Instructional (EEO 21-43)	3,681 28.9%	3,689 28.6%	3,685 27.5%	9,076 71.1%	9,200 71.4%	9,733 72.5%
Support Staff (EEO 44-54)	2,453 42.3%	2,487 42.2%	2,581 42.8%	3,348 57.7%	3,400 57.8%	3,450 57.2%
TOTAL FULL-TIME STAFF	6,695 34.4%	6,743 34.2%	6,837 33.5%	12,775 65.6%	12,973 65.8%	13,575 66.5%

NOTE: The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Current Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

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Number of Instructional Personnel on AO Salary Schedule*
RANK III (BACHELOR'S DEGREE)
(10-Month Staff)**
1983-84

Step	Column 1	Number of Personnel	Column 2	Number of Personnel
1	$15,083	275		
2	15,240	236		
3	15,419	296		
4	15,589	147	$17,215	211
5	15,759	66	17,539	183
6	15,928	55	17,861	145
7	16,096	55	18,184	126
8	16,265	37	18,508	68
9	16,433	29	18,829	66
10	16,605	36	19,152	55
11	16,773	27	19,474	47
12	16,942	32	19,798	34
13	17,112	137	20,637	270

Step	Column 3	Number of Personnel
1		
2		
3		
4		
5		
6		
7		
8	$21,275	82
9	21,832	144
10	22,389	245
11	22,949	257
12	23,508	148
13	24,799	2,634

TOTAL NUMBER OF INSTRUCTIONAL PERSONNEL ON AO SALARY SCHEDULE: 6143.***

*Number of personnel as of January 30, 1984.
**Included in this table are 167 eleven-month and 42 twelve-month staff who earn a salary proportionately higher than indicated in this schedule.
***Does not include 324 staff members who were on leave status, as of January 30, 1984.

Source: Summary Distribution of Instructional Personnel, Department of Management Information Systems.

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Number of Instructional Personnel on Credential Payment Salary Schedule*
CO Salary Schedule
(10 Month Staff)**

1983-84

RANK II (MASTER'S DEGREE)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$18,083	53				
2	18,250	54				
3	18,419	71				
4	18,589	47	$20,215	68		
5	18,759	36	20,539	91		
6	18,928	31	20,861	92		
7	19,096	30	21,184	113		
8	19,265	24	21,508	67	$24,275	75
9	19,433	24	21,829	37	24,832	153
10	19,605	13	22,152	42	25,389	221
11	19,773	16	22,474	25	25,949	266
12	19,942	10	22,798	16	26,508	177
13	20,112	90	23,637	165	27,799	3,470

RANK 1A (MASTERS DEGREE + 36 HOURS)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$19,683	1				
2	19,850	3				
3	20,019	4				
4	20,189	2	$21,815	1		
5	20,359	3	22,139	3		
6	20,528	5	22,461	5		
7	20,696	1	22,784	10		
8	20,865	2	23,108	2	$25,875	2
9	21,033	1	23,429	4	26,432	14
10	21,205	2	23,752	2	26,989	20
11	21,373	5	24,074	1	27,549	33
12	21,542	-	24,398	3	28,108	27
13	21,712	8	25,237	23	29,399	612

RANK I (DOCTORAL DEGREE)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$21,283	3				
2	21,450	2				
3	21,619	-				
4	21,789	3	$23,415			
5	21,959	1	23,739	2		
6	22,128	-	24,061			
7	22,296	-	24,384			
8	22,465	2	24,708	1	$27,475	2
9	22,633	2	25,029		28,032	1
10	22,805	-	25,352		28,589	4
11	22,973	1	25,674		29,149	6
12	23,142	2	25,998		29,708	4
13	23,312	8	26,837	3	30,999	69

TOTAL NUMBER OF INSTRUCTIONAL PERSONNEL ON CREDENTIAL PAYMENT SALARY SCHEDULE: 6492***

*Number of personnel as of January 30, 1984.
**Included in this table are 234 eleven-month and 207 twelve-month staff who earn a salary proportionately higher than indicated in the schedule.
***Does not include 318 staff members who were on leave status.

Source: Summary Distribution of Instructional Personnel, Department of Management Information Systems.

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FINANCE, FACILITIES, TRANSPORTATION, AND BUSINESS SERVICES

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REVENUES AND APPROPRIATIONS, ALL FUNDS
(In Millions of Dollars)

		1982-83 Actual	1983-84 Budget
REVENUES			
Federal	Mil.	$ 65.6 (8.7%)	$ 45.1 (5.5%)
State:			
Florida Education Finance Program		306.7	340.0
Other		67.0	76.6
		373.7 (49.8%)	416.6 (51.1%)
Local:			
District School Taxes		266.9	
Other		43.8	
		310.7 (41.4%)	354.4 (43.4%)
Remittances		.3	-
Total Revenue		750.3 (100%)	816.1 (100%)
Balances		135.2	128.7
TOTAL REVENUES AND BALANCES		$885.5	$944.8
APPROPRIATIONS			
General Fund			
Instruction	Mil.	$378.3	$411.7
Instructional Support		43.2	47.2
General Administration		8.2	8.8
School Administration		48.4	50.2
Facilities Acquisition and Construction		1.0	.3
Fiscal Services		10.3	8.3
Central Services		51.4	26.6
Pupil Transportation		11.3	13.0
Operation of Plant		51.3	58.6
Maintenance of Plant		11.5	4.1
Community Services		5.3	6.1
Remittances		.3	--
		620.5	634.9
Special Revenue Fund			
Instruction & Support Services		29.0	11.0
Food Services		41.5	45.6
		70.5	56.6
Debt Service Fund			
Redemption of Principal		4.3	4.5
Interest, Dues, & Fees		4.7	4.5
		9.0	9.0
Capital Projects Fund			
Land, Buildings, & Equipment		33.1	87.3
Remodeling		25.4	94.6
		58.5	181.9
TOTAL APPROPRIATIONS		$758.5	$882.4
Ending Balances/Reserves			
General Fund		21.4	43.0
Special Revenue Funds		5.5	2.3
Debt Service Fund		17.5	16.4
Capital Project Fund		82.6	.7
		127.0	62.4
TOTAL APPROPRIATIONS & BALANCES	Mil.	$885.5	$944.8

NOTE: Beginning Fund Balances in the 1983-84 Adopted Budget differ in some instances from the 1982-83 Ending Fund Balances reported in the 1982-83 Annual Financial Report. These differences are due to the last minute accounting adjustments which were not reflected in the Adopted Budget. These differences will be amended during 1983-84.

Sources: 1982-83 - Annual Financial Report, Fiscal Year Ended June 30, 1983.
1983-84 - District Summary Budget, Approved by School Board September 6, 1983.

TAXABLE PROPERTY, MILLAGE & REVENUE 1980-81 TO 1983-84

YEAR	ASSESSED VALUE TAXABLE PROPERTY	OPERATING MILLAGE*	REVENUE
1980-81	$32,018,543,263	6.222	$189,258,407
1981-82	39,976,523,958	6.022	288,701,697
1982-83	42,935,841,354	5.383	219,567,452
1983-84	45,027,724,550	5.500	235,269,859

* In addition to the operating millage shown, capital improvement millage was levied as follows:

YEAR	CAPITAL MILLAGE	REVENUE
1980-81	2.000	$60,835,232
1981-82	1.117	42,421,090
1982-83	1.117	45,561,368
1983-84	1.704	72,890,880

Source: Annual Budgets, Division of Budget.

COST PER FULL-TIME EQUIVALENT STUDENT (UNWEIGHTED)
1982-83

Program	FTEuw*	General Fund Expenditures	General Fund Cost Per FTEuw	Special Revenue Expenditures	Total Expenditures	Total Cost Per FTEuw
K-3 Basic	64,762.55	$148,983,807	$2,300.46	$7,068,352	$156,052,159	$2,409.60
4-9 Basic	101,531.99	198,833,522	1,958.33	8,936,498	207,770,020	2,046.35
10-12 Basic	36,052.65	85,972,483	2,384.64	2,821,543	88,794,026	2,462.90
Educational Alternative	7,026.58	19,036,637	2,709.23	793,730	19,830,367	2,822.19
Sub-Total: Basic Education	209,373.77	452,826,449	2,162.77	19,620,123	472,446,572	2,256.47
Educable Mentally Retarded	1,376.42	6,510,364	4,729.93	295,970	6,806,334	4,944.95
Trainable Mentally Retarded	783.76	4,609,049	5,880.69	322,241	4,931,290	6,291.84
Physically Handicapped	321.06	2,537,554	7,903.68	122,395	2,659,949	8,284.90
Physical & Occupational Therapy	45.68	882,675	19,323.01	3,413	886,088	19,397.72
Speech/Hearing Therapy (P.T.)	340.50	5,917,350	17,378.41	208,472	6,125,822	17,990.67
Deaf	274.45	1,990,155	7,251.43	93,570	2,083,725	7,592.37
Visually Handicapped (P.T.)	9.15	236,749	25,874.21	9,249	245,998	26,885.03
Visually Handicapped	81.04	631,166	7,788.33	36,211	667,377	8,235.16
Emotionally Disturbed (P.T.)	123.88	1,198,972	9,678.50	30,739	1,229,711	9,926.63
Emotionally Disturbed	597.34	4,027,603	6,742.56	152,294	4,179,897	6,997.52
Specific Learning Disability (P.T.)	2,318.33	17,657,815	7,615.92	542,627	18,200,442	7,849.96
Specific Learning Disability	2,901.73	13,185,828	4,544.05	434,890	13,620,718	4,693.92
Gifted	1,018.29	3,918,105	3,847.73	86,754	4,004,859	3,932.93
Hospital & Homebound (P.T.)	87.58	1,569,466	17,920.37	18,245	1,587,711	18,128.69
Profoundly Handicapped	814.38	6,852,361	8,414.21	319,824	7,172,185	8,806.93
Sub-Total: Exceptional Student	11,093.85	71,725,212	6,465.31	2,676,894	74,402,106	6,706.61
7-12 Vocational/Job Preparatory	18,447.17	46,685,421	2,530.76	1,706,008	48,391,429	2,623.24
Total K-12	238,914.79	571,237,082	2,390.97	24,003,025	595,240,107	2,491.43
Adult Education	24,801.40	42,636,053	1,719.10	1,506,502	44,142,555	1,779.84
Grand Total	263,716.19	$513,873,135	$2,327.78	$25,509,527	$639,382,662	$2,424.51

*FTEuw denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time.

Source: Annual Financial Report (Revised 11-8-83), Division of Accounting

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA NORTH

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
0241	BAY HARBOR EL.	1954.49	10302.90	
0321	BISCAYNE EL.	2074.66	6809.98	
0361	BISCAYNE GARDENS EL.	1780.00	8094.54	
0461	BRENTWOOD EL.	1842.33	5702.36	
0561	BRYAN, WILLIAM J. EL	1886.99	4702.72	
0641	BUNCHE PARK EL.	2005.07	6023.44	
0681	CAROL CITY EL.	1771.28	4224.58	
0761	FIENBERG, L. D. EL.	1774.17	5952.11	
1161	CRESTVIEW EL.	1924.01	9108.64	
1481	DUPUIS EL.	2067.58	4677.93	
2081	FULFORD EL.	1943.69	6080.55	
2161	GOLDEN GLADES EL.	2160.68	5358.59	
2241	GRATIGNY EL.	2180.14	6613.75	
2281	GREYNOLDS PARK EL.	1986.93	5409.53	
2401	HIBISCUS EL.	1704.39	5300.87	
2441	HIGHLAND OAKS EL.	1960.95	3889.75	
2581	IVES, MADIE EL.	2223.38	9496.37	
2801	LAKE STEVENS EL.	2050.55	6067.49	
3241	MIAMI GARDENS EL.	2172.92	5005.41	
3281	MIAMI LAKES EL.	1781.80	3477.72	
3421	MILAM, M. A. EL.	1851.59	8019.57	
3581	MYRTLE GROVE EL.	1818.24	5395.51	
3661	NATURAL BRIDGE EL.	2180.91	7291.09	
3701	NORLAND EL.	1984.04	7454.16	
3741	NORTH BEACH EL.	3116.56	6873.19	
3781	NO. CAROL CITY EL.	1791.28	6460.90	
3821	NORTH COUNTY EL.	2039.71	4706.89	
3861	NORTH GLADE EL.	1999.97	5077.56	
3941	NORTH MIAMI EL.	1750.62	4620.66	
3981	NORTH TWIN LAKES EL.	1963.46	5315.84	
4001	NORWOOD EL.	2053.20	8652.69	
4021	OAK GROVE EL.	1882.50	6017.24	
4061	OJUS EL.	2333.09	9077.21	
4121	OPA LOCKA EL.	1768.55	5586.92	
4241	PALM LAKES EL.	1969.98	7096.12	
4281	PALM SPRINGS NORTH E	1822.22	8905.33	
4301	PARKVIEW EL.	2126.19	5710.65	
4341	PARKWAY EL.	2159.65	6288.58	
4541	RAINBOW PARK EL.	1987.63	6014.44	
4801	SABAL PALM EL.	2052.92	3595.08	
4881	SCOTT LAKE EL.	1886.08	8297.26	
5081	SKYWAY EL.	2032.32	5215.70	
5481	TREASURE ISLAND EL.	2144.46	8478.98	
5601	TWIN LAKES EL.	1749.65	5899.78	
6051	CAROL CITY JR.	1953.78	6225.94	2208.49
6241	HIGHLAND OAKS JR.	1754.10	5497.52	2305.14
6281	JEFFERSON, T. J. JR.	2082.92	5904.07	2693.23
6301	KENNEDY, J. F. JR.	1670.54	5588.75	1956.47
6351	LAKE STEVENS JR.	1881.45	5210.40	2749.64
6501	MIAMI LAKES JR.	1713.45	4877.59	2059.27

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA NORTH

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
6541	NAUTILUS JR.	1799.53	6459.79	2012.21
6571	NORLAND JR.	1675.31	5561.34	2032.96
6591	NORTH DADE JR.	1806.80	7068.57	2735.49
6631	NORTH MIAMI JR.	1807.17	5169.44	2256.15
6681	PALM SPRINGS JR.	1675.53	7448.60	2009.82
6721	PARKWAY JR.	1699.13	5847.51	2529.46
7011	AMERICAN SR.	2184.12	6182.20	2260.81
7131	HIALEAH-MIAMI LAKES	2225.22	7478.55	2193.78
7201	MIAMI BEACH SR.	2052.50	7371.39	1988.77
7231	MIAMI CAROL CITY SR.	2159.77	6296.04	2582.28
7381	MIAMI NORLAND SR.	2259.45	5594.66	2174.31
7541	NORTH MIAMI BEACH SR	2009.40	6123.34	2002.68
7591	NORTH MIAMI SR.	2133.83	5932.53	2399.48

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Source: Cost computed by Office of Educational Accountability from data provided by Attendance Services and Department of Finance.

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA NORTH CENTRAL

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
0081	ALLAPATTAH EL.	1793.12	4906.22	
0101	ARCOLA LAKE EL.	2172.55	6908.91	
0401	BLANTON, VAN E. EL.	2007.50	8694.87	
0481	BRIGHT, JAMES H. EL.	1841.64	5600.45	
0521	BROADMOOR EL.	2039.86	5271.03	
0601	BUENA VISTA EL.	2084.81	4470.86	
0881	COMSTOCK EL.	2024.04	7250.93	
1401	DREW, C. R. EL.	1981.35	10302.59	
1521	EARHART, AMELIA EL.	1849.56	6218.96	
1561	EARLINGTON HTS. EL.	2127.77	6671.76	
1601	EDISON PARK EL.	1924.73	3717.84	
1681	EVANS, LILLIE C. EL.	1983.88	8572.43	
1921	FLAMINGO EL.	1947.88	3867.18	
1961	FLORAL HTS. EL.	2066.56	5532.91	
2041	FRANKLIN, BENJAMIN E	1796.92	5053.51	
2361	HIALEAH EL.	1995.68	6529.75	
2501	HOLMES EL.	2067.52	10782.67	
2531	CROWDER EL.	2325.27	60419.51	
2621	JOHNSON, J. W. EL.**			
2761	KING,MARTIN LUTHER E	2169.51	44976.60	
2821	LAKEVIEW EL.	1899.48	9781.52	
2981	LIBERTY CITY EL.	2002.24	6444.43	
3021	LITTLE RIVER EL.	1714.86	8903.38	
3041	LORAH PARK EL.	1822.26	9034.76	
3141	MEADOWLANE EL.	1929.81	7336.35	
3181	MELROSE EL.	2120.49	3847.62	
3301	MIAMI PARK EL.	1886.47	6506.88	
3341	MIAMI SHORES EL.	1694.15	8753.01	
3381	MIAMI SPRINGS EL.	1727.60	5674.38	
3461	MIRAMAR, EL.	1430.14	6378.95	
3501	MORNINGSIDE EL.	1779.20	10047.35	
3901	NORTH HIALEAH EL.	1772.14	6376.87	
4071	OLINDA EL.	2251.48	7027.34	
4171	ORCHARD VILLA EL.	1796.63	7511.73	
4261	PALM SPRINGS EL.	1902.49	6301.26	
4401	PHARR, KELSEY EL.	1938.01	6251.48	
4501	POINCIANA PARK EL.	1922.30	5516.97	
4841	SANTA CLARA EL.	1929.64	10264.32	
4961	SHADOWLAWN EL.	1738.37	6852.21	
5201	SOUTH HIALEAH EL.	1725.89	5458.61	
5361	SPRINGVIEW EL.	2126.41	8235.38	
5711	WALTERS, MAE EL.	1795.61	5125.37	
5861	WEST LITTLE RIVER EL	1478.94	7725.29	
5901	WESTVIEW EL.	1750.42	6877.21	
5931	WHEATLEY, P. EL.	1736.17	4859.41	
5971	YOUNG, NATHAN EL.	1948.94	6807.38	
6011	ALLAPATTAH JR.	2154.85	5572.35	2655.87
6031	BROWNSVILLE JR.	2223.26	5253.32	3478.38
6141	DREW MIDDLE SCHOOL	1947.19	7199.73	3206.65
6171	FILER, HENRY H. JR.	1748.26	4387.21	1982.18

** Cost data is included in J.H. Bright Elementary's Budget.

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA NORTH CENTRAL

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
6231	HIALEAH JR.	2068.36	7314.76	2425.69
6371	LEE, ROBERT E. JR.	1819.71	4652.19	1993.73
6391	MADISON JR.	1847.81	6793.34	2153.42
6411	MANN, HORACE JR.	1763.24	6930.76	1995.13
6481	MIA EDISON MID SCHOO	1816.07	5279.39	2671.77
6521	MIAMI SPRINGS JR.	1779.67	5661.15	1869.30
6981	WESTVIEW JR.	1901.26	5871.77	2420.41
7111	HIALEAH SR.	1997.74	6551.93	1806.51
7251	MIAMI CENTRAL SR.	2442.60	7601.67	2550.62
7254	MIA. D. MAC ARTHUR N	2346.68	5427.13	2997.06
7301	MIAMI EDISON SR.	2068.78	7215.33	2124.05
7341	MIAMI JACKSON SR.	2240.14	7019.16	2417.63
7411	MIAMI NORTHWESTERN S	2317.24	5311.72	2243.29
7511	MIAMI SPRINGS SR.	2494.41	9767.99	2348.27
8101	JAN MANN OPP NORTH	2260.41	8229.44	4081.80
8121	C.O.P.E. CENTER - N	2670.73	3798.53	3255.45

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Source: Cost computed by Office of Educational Accountability from data provided by Attendance Services and Department of Finance.

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA SOUTH CENTRAL

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0121	AUBURNDALE EL.	2088.53	5436.63	
0241	BANYAN EL.	2088.01	5134.81	
0271	BENT TREE EL.	1303.46	5821.52	
0721	CARVER, G. W. EL.	4009.26	46235.90	
0801	CITRUS GROVE EL.	2059.56	7156.52	
0841	COCONUT GROVE EL.	2692.01	10467.76	
0961	CORAL GABLES EL.	2101.97	6168.71	
1001	CORAL PARK EL.	1891.65	6431.27	
1081	CORAL TERRACE EL.	1868.47	6013.94	
1121	CORAL WAY EL.	2017.68	5976.36	
1361	DOUGLAS EL.	2038.38	48922.67	
1441	DUNBAR EL.	1919.77	6257.01	
1641	EMERSON EL.	1845.24	6862.54	
1721	EVERGLADES EL.	1721.11	4772.62	
1761	FAIRCHILD, D. EL.	2189.07	8944.55	
1801	FAIRLAWN EL.	1940.05	5829.41	
1841	FLAGAMI EL.	1797.07	5909.47	
1881	FLAGLER, H. M. EL.	1798.38	9894.39	
2261	GREENGLADE ELEM	1799.98	7112.51	
2651	KENDALE LAKES EL.	1816.53	7930.02	
2661	KENSINGTON PARK EL.	1970.13	7258.26	
2741	KEY BISCAYNE EL.	2137.52	13834.13	
2781	KINLOCH PARK EL.	1820.31	5924.10	
2861	YOUTH OPPORT. SCH. S	4690.59	9612.02	5723.00
3061	LUDLAM EL.	2897.57	8692.00	
3221	MERRICK EL.	2164.54	10687.42	
4091	OLYMPIA HTS. EL.	2406.13	6264.76	
4681	RIVERSIDE EL.	1814.30	8759.03	
4721	ROCKWAY EL.	1827.39	6349.38	
4741	ROYAL GREEN EL.	1904.43	5328.13	
4761	ROYAL PALM EL.	1758.55	6284.37	
4921	SEMINOLE EL.	1841.79	5582.15	
5001	SHENANDOAH EL.	1886.60	5683.87	
5041	SILVER BLUFF EL.	1930.43	5630.53	
5241	SOUTH MIAMI EL.	2215.14	7131.48	
5321	SOUTHSIDE EL.	2404.67	9384.09	
5381	E.W.F.STIRRUP EL.	1792.50	8305.84	
5401	SUNSET EL.	2338.35	3692.97	
5441	SYLVANIA HTS. EL.	2246.07	4644.62	
5521	TROPICAL EL.	2364.30	5068.56	
5561	TUCKER, F. S. EL.	1951.46	5992.04	
5641	VILLAGE GREEN EL.	3095.67	10761.06	
5831	WEST,HENRY S. LAB. E	2183.67	9242.21	
5961	WINSTON PARK EL.	1754.13	3967.84	
6071	CARVER, G. W. JR.	2409.81	5629.68	2434.61
6091	CITRUS GROVE JR.	2740.00	9235.12	3296.37
6331	KINLOCH PARK JR.	1900.07	6888.81	2145.69
6441	H. D. MCMILLAN JR.	1805.79	4066.74	2096.22
6741	PONCE DE LEON JR.	1868.42	4076.06	2051.04
6801	RIVIERA JR.	1926.70	6702.17	2097.55

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA SOUTH CENTRAL

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
6821	ROCKWAY JR.	1997.20	6661.83	2378.29
6841	SHENANDOAH JR.	1876.12	6100.87	2060.92
6881	SOUTH MIAMI JR.	2082.10	6315.43	2127.25
6901	W. R. THOMAS JR.	1724.64	6030.90	2776.07
6911	WASHINGTON, B. T. JR	2000.80	4699.01	2035.29
6961	WEST MIAMI JR.	1895.85	6636.05	2351.07
7071	CORAL GABLES SR.	2085.52	5715.41	1964.04
7271	MIAMI CORAL PARK SR.	2019.61	5290.53	1851.06
7461	MIAMI SR.	2228.93	7432.79	2167.32
7531	MIAMI SUNSET SR.	2057.44	5549.26	1830.95
7721	SOUTH MIAMI SR.	2184.50	4911.17	1890.02

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COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA SOUTH

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
0041	AIR BASE EL.	1947.48	6861.52	
0161	AVOCADO EL.	1715.16	4824.81	
0261	BEL-AIRE EL.	2179.71	8045.48	
0441	BLUE LAKES EL.	2295.73	4610.17	
0651	CAMPBELL DRIVE EL.	1769.50	5945.96	
0661	CARIBBEAN EL.	2042.98	4371.58	
0671	CALUSA EL.	1246.49	6659.97	
0771	CHAPMAN EL.	2035.55	5248.95	
0861	COLONIAL DRIVE EL.	1759.75	5117.76	
1041	CORAL REEF EL.	1970.30	8623.43	
1241	CUTLER RIDGE EL.	1787.67	4139.51	
1281	CYPRESS EL.	1795.45	6785.31	
1331	DEVONAIRE EL.	1739.59	9725.28	
2001	FLORIDA CITY EL.	2277.98	6585.69	
2021	GLORIA FLOYD EL.	1830.04	6076.10	
2201	GOULDS EL.	3182.32	6270.85	
2321	GULFSTREAM EL.	2095.30	5646.28	
2521	HOOVER EL.	1333.32	5508.28	
2541	HOWARD DRIVE EL.	2588.51	4521.52	
2641	KENDALE EL.	2441.80	6786.54	
2701	KENWOOD EL.	2076.71	19554.04	
2881	LEEWOOD EL.	1978.35	3663.56	
2901	LEISURE CITY EL.	1894.28	6343.75	
2941	LEWIS, A. L. EL.	1845.10	6702.38	
3101	MARTIN, F. C. EL.	1885.11	9972.66	
3261	MIAMI HTS. EL.	1971.02	7291.90	
3541	MOTON, R. R. EL.	2173.91	9981.14	
3621	NARANJA EL.	1754.67	5422.01	
4221	PALMETTO EL.	2292.78	6683.47	
4381	PERRINE EL.	2243.14	6094.13	
4421	PINECREST EL.	1842.42	13893.74	
4441	PINE LAKE EL.	2084.19	8951.51	
4461	PINE VILLA EL.	1787.56	5273.05	
4581	REDLAND EL.	1737.38	6334.97	
4611	REDONDO EL.	1955.81	7360.87	
4651	RICHMOND EL.	1941.16	5066.49	
5121	SNAPPER CREEK EL.	1957.10	6278.32	
5281	SOUTH MIAMI HTS. EL.	1885.46	8640.98	
5421	SUNSET PARK EL.	1813.67	6683.14	
5671	VINELAND EL.	2023.11	5591.89	
5791	WEST HOMESTEAD EL.	2397.75	6293.08	
5951	WHISPERING PINES EL.	1762.27	7509.78	
6021	ARVIDA JR.	1637.92	5629.71	2199.26
6061	CAMPBELL DRIVE JR.	1747.93	4590.12	2199.11
6081	CENTENNIAL JR.	1698.79	6067.27	2385.63
6111	CUTLER RIDGE JR.	1974.35	6418.63	2753.78
6211	GLADES JR.	1813.78	5894.59	1755.28
6251	HOMESTEAD JR.	1939.01	4831.19	2825.38
6431	MAYS JR.	1996.18	5688.75	2751.37
6701	PALMETTO JR.	1818.42	6180.64	2554.25

COST PER FULL-TIME EQUIVALENT STUDENT 1982-83
AREA SOUTH

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL* STUDENT	VOCATIONAL STUDENT
6761	REDLAND JR.	1930.44	6461.14	2169.80
6781	RICHMOND HTS. JR.	1628.33	4195.57	2220.72
6861	SOUTHWOOD JR.	1920.28	7318.02	2643.98
7151	HOMESTEAD SR.	2285.09	6096.22	2072.88
7361	MIAMI KILLIAN SR.	2131.11	5448.93	2248.47
7431	MIAMI PALMETTO SR.	1999.36	4877.92	1777.95
7631	MIA. D. MAC ARTHUR S	5906.25	8102.49	5111.84
7701	SOUTH DADE SR.	2209.19	4765.10	2548.65
7731	MIAMI SOUTHRIDGE SR.	2077.03	8070.21	1943.43
7741	SOUTHWEST MIAMI SR.	2054.82	4529.42	2347.39
8131	C.O.P.E. CENTER - S	2031.38	7490.43	3897.24

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FULL-TIME EQUIVALENT STUDENTS
(UNWEIGHTED AND WEIGHTED)

BY PROGRAM
1983-84

No.	Program	Actual July	Actual October	Est. February	Est. June	FTEuw Total	WTS.	FTEw TOTAL
201	EMR	116.74	637.57	642.35		1,396.61	2.154	3,008.30
202	TMR	93.32	355.40	359.74		808.46	2.863	2,314.62
203	PH	27.60	140.92	143.70		312.22	3.539	1,104.95
204	P & OT PT	5.02	23.25	24.63		52.90	7.045	372.68
205	S & H PT	25.62	155.04	148.04		328.70	6.795	2,233.52
206	DEAF	29.99	110.40	106.79		247.09	3.840	948.83
207	Vision PT	.40	3.90	5.10		9.40	11.666	109.66
208	Vision	9.13	38.14	40.35		87.62	4.316	378.17
209	ED PT	9.88	67.55	65.85		143.28	4.922	705.21
210	ED	55.00	288.91	301.73		645.64	3.183	2,055.01
211	SLD PT	143.83	1,044.43	1,059.51		2,247.77	4.309	9,685.61
212	SLD	268.31	1,424.83	1,527.52		3,220.66	2.294	7,388.11
213	GIFTED PT	46.35	573.38	610.52		1,230.25	2.371	2,916.92
214	H/H PT	9.37	41.19	42.76		93.32	12.873	1,201.31
215	P & MH	99.79	375.25	388.79		863.83	5.330	4,604.21
	Sub-Total Exceptional Child	940.26	5,280.11	5,467.38		11,687.75	-	39,027.29
301	Agriculture	6.96	43.81	35.60		86.37	1.969	171.79
302	Office	184.76	1,320.60	1,753.89		3,859.25	1.470	5,673.10
303	Distributive	22.50	164.22	161.65		348.37	1.409	490.85
304	Diversified	312.39	1,350.32	1,319.02		2,981.73	1.386	4,132.68
305	Health	18.22	154.90	144.58		317.70	1.952	620.15
306	Public Service	-	15.27	16.71		31.98	2.052	65.62
307	Home Economics	80.06	553.47	561.37		1,194.90	1.582	1,890.33
308	Tec Tr & Ind	138.80	1,537.97	1,424.24		3,101.01	1.982	6,146.20
309	Exploratory	362.44	2,377.00	2,271.10		5,010.54	1.382	6,924.57
	Sub-Total K-12 & Voc. J.P.	1,126.13	8,117.56	7,688.16		16,931.85	-	26,115.29
101	K-3 Basic	4,325.94	29,458.34	29,696.66		63,480.94	1.234	78,335.48
102	4-8 Basic	5,415.40	40,832.47	40,347.34		86,595.21	1.000	86,595.21
103	9-12 Basic	2,874.92	24,894.73	25,120.03		52,889.68	1.116	59,024.88
115	Alternative Education	595.03	3,384.04	3,592.60		7,571.67	1.763	13,348.85
116	K-3 Mainstream	.16	1.50	1.74		3.40	2.352	8.00
117	4-8 Mainstream	-	1.55	.96		2.51	2.000	5.02
118	9-12 Mainstream	-	3.64	2.76		6.40	2.232	14.28
119	Alternative Educ. Mainstream	5.10	17.25	13.95		36.30	3.526	127.99
	Sub-Total Basic	13,216.55	98,593.52	98,776.04	-	210,586.11	-	237,459.71
	Total K-12	15,282.94	111,991.19	111,931.58	-	239,205.71	-	302,602.29
331	Agriculture	17.81	50.88	56.94	29.34	154.97	1.929	298.94
332	Office	200.11	597.88	741.00	399.17	1,938.16	1.479	2,866.54
333	Distributive	32.41	148.55	149.07	113.41	443.44	1.467	650.53
334	Diversified	4.63	11.34	11.91	7.45	35.33	1.336	47.20
335	Health	90.66	249.97	248.29	155.60	744.52	1.975	1,470.43
336	Public Service	.93	.60	1.28	.87	3.68	1.912	7.04
337	Home Economics	53.39	170.36	223.34	199.74	646.83	1.634	1,056.92
338	Tec Tr & Ind	449.58	1,415.00	1,628.46	914.43	4,407.47	1.785	7,867.33
	Sub-Total Adult Voc. J. P.	849.52	2,644.58	3,060.29	1,820.01	8,374.40	-	14,264.93
361	Agriculture	-	2.28	1.09	-	3.37	1.945	6.55
362	Office	13.26	54.27	46.47	25.60	139.60	1.315	183.57
363	Distributive	.49	13.27	4.93	2.42	21.11	1.183	24.97
364	Health	.46	1.65	9.52	5.15	16.78	1.393	23.37
365	Public Service	-	-	-	-	-	1.472	-
366	Home Economics	62.42	239.52	280.05	145.22	727.21	1.162	845.02
367	Tec Tr & Ind	23.88	83.58	101.41	39.15	248.02	1.514	375.50
	Sub-Total Adult Voc. Supp.	100.51	394.57	443.47	217.54	1,156.09	-	1,458.98
401	Adult Basic & High School	1,745.98	5,981.56	6,421.27	3,351.19	17,500.00	1.012	17,710.00
	Total Adult	2,696.01	9,020.71	9,925.03	5,388.74	27,030.49	-	33,433.91
	GRAND TOTAL	17,978.95	121,011.90	121,856.61	5,388.74	266,236.20	-	336,036.20

Source: Annual Budget, Division of Budget.

MAINTENANCE PROGRAMS
SELECTED DATA

Maintenance Programs Effort	1979-80	1980-81	1981-82	1982-83
MAINTENANCE OF PLANT				
Number of employees	285	288	296	299
Number of work orders completed	47,270	47,964	47,094	47,816
Labor and material costs	$6,204,458	$6,405,270	$6,603,521	$6,215,602
MAINTENANCE OF GROUNDS				
Number of employees	42	42	42	42
Number of work orders completed	5,276	5,492	5,682	5,641
Labor and material costs	$ 524,515	$ 685,707	$ 796,730	$ 733,274
MAINTENANCE OF EQUIPMENT				
Number of employees	63*	60*	67*	67*
Number of work orders completed	10,449*	9,991*	10,660*	10,710*
Labor and material costs	$1,619,277	$2,261,498	$1,494,745	$1,392,193
MAINTENANCE OF VEHICLES				
Number of employees	11	11	13	13
Number of work orders completed	3,517	3,338	3,068	3,150
Labor and material costs	$ 404,654	$ 465,005	$ 430,195	409,468
TOTAL NUMBER OF EMPLOYEES	401	401	418	421
TOTAL WORK ORDERS COMPLETED	66,512	66,785	66,504	67,317
TOTAL LABOR AND MATERIAL COSTS	$8,772,904	$9,817,480	$9,325,191	$8,750,537
Average cost per pupil for all maintenance	$ 38.86	$ 42.31	$ 41.52	$ 38.96
Work-hours expended - Emergency Services	190,855	213,464	212,957	265,596
CAPITAL IMPROVEMENTS				
Number of work orders completed	2,067	1,870	4,765	3,051
Labor and material costs	$2,515,084	$2,189,620	$4,044,151	$5,073,538

*Totals do not include work performed which was reimbursed from school location budgets.

Source: Annual records, Maintenance Department.

PUPIL TRANSPORTATION SERVICES
SELECTED DATA

VEHICLE OPERATION	1981-82	1982-83
Total number of buses in fleet	553	555*
Total route mileage per month (average for school year)	675,539	690,040 (10 month)
Number of trips per day	1,038	1,152
Average number of eligible students transported daily (2 miles or more)	38,247	37,627
Average number of students transported daily who live less than 2 miles from school**	2,918	4,462
Total mileage of all buses operated (for the fiscal year)***	8,658,883	8,229,761
Total fuel consumption (gallons) per average month	183,854	196,189
Percent of bus miles without students vs. total mileage (state transportation survey)	45%	45%
Number of field trips per year	17,979	21,925
Number of accidents reported to insurer for the year	277	300
Accident Rates: reported accidents per 100,000 total miles driven	3.7	3.6
Average routine maintenance workhours per vehicle per month. (555 buses and 83 other vehicles for 1982-83)	5.5	7.4
Total labor costs per bus-mile	$ .63	$ .66
Total material costs per bus-mile	.37	.40
Total departmental costs per bus-mile	.02	.13
Total operational costs per bus-mile	$1.02	$1.19

*444 Buses are on routes.
**Includes handicapped students and students transported for safety reasons.
***Includes Field Trips/Special Programs/Lube miles.

Source: Annual records, Transportation Department.

PHYSICAL PLANT DATA
1983-84

SCHOOL NUMBER	SCHOOL NAME	DATE ESTAB.	ASSIGNED PROGRAM CAPACITY	PERCENT UTILIZATION
0041	AIR BASE EL.	1959	1029	114
0081	ALLAPATTAH EL.	1946	750	105
0101	ARCOLA LAKE EL.	1969	960	100
0121	AUBURNDALE EL.	1922	897	92
0161	AVOCADO EL.	1959	555	101
0201	BANYAN EL.	1957	550	102
0241	BAY HARBOR EL.	1957	405	105
0261	BEL-AIRE EL.	1970	505	101
0271	BENT TREE EL.	1981	885	100
0321	BISCAYNE EL.	1941	554	91
0361	BISCAYNE GARDENS EL.	1955	663	109
0401	BLANTON, VAN E. EL.	1952	750	114
0441	BLUE LAKES EL.	1958	489	87
0461	BRENTWOOD EL.	1975	755	105
0481	BRIGHT, JAMES H. EL.	1959	724	105
0521	BROADMOOR EL.	1955	795	92
0561	BRYAN, WILLIAM J. EL	1928	680	106
0601	BUENA VISTA EL.	1917	530	115
0641	BUNCHE PARK EL.	1952	696	80
0651	CAMPBELL DRIVE EL.	1976	730	131
0661	CARIBBEAN EL.	1970	845	102
0671	CALUSA EL.	1981	835	99
0681	CAROL CITY EL.	1957	1040	87
0721	CARVER, G. W. EL.	1922	550	52
0761	FIENBERG, L. D. EL.	1925	1550	84
0771	CHAPMAN EL.	1977	750	103
0801	CITRUS GROVE EL.	1924	865	104
0841	COCONUT GROVE EL.	1912	364	84
0861	COLONIAL DRIVE EL.	1967	609	110
0881	COMSTOCK EL.	1925	1072	92
0961	CORAL GABLES EL.	1924	540	92
1001	CORAL PARK EL.	1960	685	101
1041	CORAL REEF EL.	1960	625	125
1081	CORAL TERRACE EL.	1955	545	122
1121	CORAL WAY EL.	1936	915	110
1161	CRESTVIEW EL.	1957	580	89
1241	CUTLER RIDGE EL.	1956	620	109
1281	CYPRESS EL.	1958	700	106
1331	DEVONAIRE EL.	1980	783	102
1361	DOUGLAS EL.	1932	915	73
1401	DREW, C. R. EL.	1964	530	103
1441	DUNBAR EL.	1922	1060	99
1481	DUPUIS EL.	1958	657	99
1521	EARHART, AMELIA EL.	1964	489	99
1561	EARLINGTON HTS. EL.	1926	580	88
1601	EDISON PARK EL.	1950	846	103
1641	EMERSON EL.	1954	565	101
1681	EVANS, LILLIE C. EL.	1959	530	95
1721	EVERGLADES EL.	1957	810	98
1761	FAIRCHILD, D. EL.	1955	490	100

PHYSICAL PLANT DATA
1983-84

SCHOOL NUMBER	SCHOOL NAME	DATE ESTAB.	ASSIGNED PROGRAM CAPACITY	PERCENT UTILIZATION
1801	FAIRLAWN EL.	1948	745	86
1841	FLAGAMI EL.	1951	690	120
1881	FLAGLER, H. M. EL.	1954	575	127
1921	FLAMINGO EL.	1955	805	100
1961	FLORAL HTS. EL.	1957	460	108
2001	FLORIDA CITY EL.	1961	260	207
2021	GLORIA FLOYD EL.	1979	825	94
2041	FRANKLIN, BENJAMIN E	1950	680	123
2081	FULFORD EL.	1925	460	110
2161	GOLDEN GLADES EL.	1955	560	84
2241	GRATIGNY EL.	1955	634	102
2261	GREENGLADE ELEM	1969	564	162
2281	GREYNOLDS PARK EL.	1957	513	98
2321	GULFSTREAM EL.	1960	606	118
2361	HIALEAH EL.	1949	715	103
2401	HIBISCUS EL.	1956	492	100
2441	HIGHLAND OAKS EL.	1965	760	90
2501	HOLMES EL.	1949	550	119
2521	HOOVER EL.	1982	510	109
2531	CROWDER EL.	1968	350	93
2541	HOWARD DRIVE EL.	1961	387	93
2581	IVES, MADIE EL.	1957	435	77
2621	JOHNSON, J. W. EL.	1961	150	84
2641	KENDALE EL.	1969	430	128
2651	KENDALE LAKES EL.	1975	774	112
2661	KENSINGTON PARK EL.	1949	985	107
2701	KENWOOD EL.	1928	630	75
2741	KEY BISCAYNE EL.	1952	430	101
2761	KING,MARTIN LUTHER E	1970	400	97
2781	KINLOCH PARK EL.	1925	575	132
2801	LAKE STEVENS EL.	1971	665	103
2821	LAKEVIEW EL.	1954	605	105
2861	YOUTH OPPORT. SCH. S	1955		
2881	LEEWOOD EL.	1971	655	96
2901	LEISURE CITY EL.	1957	645	126
2941	LEWIS, A. L. EL.	1952	475	133
2981	LIBERTY CITY EL.	1943	554	105
3021	LITTLE RIVER EL.	1924	805	122
3041	LORAH PARK EL.	1967	695	97
3061	LUDLAM EL.	1958	394	79
3101	MARTIN, F. C. EL.	1957	595	89
3141	MEADOWLANE EL.	1957	850	105
3181	MELROSE EL.	1947	507	98
3221	MERRICK EL.	1938	326	102
3241	MIAMI GARDENS EL.	1970	457	123
3261	MIAMI HTS. EL.	1963	659	90
3281	MIAMI LAKES EL.	1969	570	104
3301	MIAMI PARK EL.	1948	790	111
3341	MIAMI SHORES EL.	1929	820	133
3381	MIAMI SPRINGS EL.	1937	554	102

PHYSICAL PLANT DATA
1983-84

SCHOOL NUMBER	SCHOOL NAME	DATE ESTAB.	ASSIGNED PROGRAM CAPACITY	PERCENT UTILIZATION
3421	MILAM, M. A. EL.	1961	737	145
3461	MIRAMAR, EL.	1924	345	114
3501	MORNINGSIDE EL.	1931	495	167
3541	MOTON, R. R. EL.	1952	373	91
3581	MYRTLE GROVE EL.	1957	765	110
3621	NARANJA EL.	1959	615	96
3661	NATURAL BRIDGE EL.	1957	415	103
3701	NORLAND EL.	1956	620	86
3741	NORTH BEACH EL.	1935	755	90
3781	NO. CAROL CITY EL.	1960	595	117
3821	NORTH COUNTY EL.	1962	655	94
3861	NORTH GLADE EL.	1959	670	87
3901	NORTH HIALEAH EL.	1949	610	114
3941	NORTH MIAMI EL.	1954	620	117
3981	NORTH TWIN LAKES EL.	1962	425	157
4001	NORWOOD EL.	1969	346	105
4021	OAK GROVE EL.	1958	500	132
4061	OJUS EL.	1927	360	88
4071	OLINDA EL.	1970	525	109
4091	OLYMPIA HTS. EL.	1948	712	101
4121	OPA LOCKA EL.	1937	840	117
4171	ORCHARD VILLA EL.	1925	879	97
4221	PALMETTO EL.	1957	350	100
4241	PALM LAKES EL.	1971	745	105
4261	PALM SPRINGS EL.	1953	795	127
4281	PALM SPRINGS NORTH E	1969	865	96
4301	PARKVIEW EL.	1963	509	100
4341	PARKWAY EL.	1958	491	97
4381	PERRINE EL.	1924	570	97
4401	PHARR, KELSEY EL.	1967	565	120
4421	PINECREST EL.	1956	609	97
4441	PINE LAKE EL.	1977	800	79
4461	PINE VILLA EL.	1959	605	142
4501	POINCIANA PARK EL.	1955	871	105
4541	RAINBOW PARK EL.	1957	595	111
4581	REDLAND EL.	1926	515	133
4611	REDONDO EL.	1961	370	144
4651	RICHMOND EL.	1963	480	121
4681	RIVERSIDE EL.	1914	700	105
4721	ROCKWAY EL.	1961	630	100
4741	ROYAL GREEN EL.	1973	815	104
4761	ROYAL PALM EL.	1957	700	115
4801	SABAL PALM EL.	1956	574	100
4841	SANTA CLARA EL.	1925	555	101
4881	SCOTT LAKE EL.	1959	503	98
4921	SEMINOLE EL.	1958	658	130
4961	SHADY LAWN EL.	1925	665	131
5001	SHENANDOAH EL.	1938	892	102
5041	SILVER BLUFF EL.	1925	665	91
5081	SKYWAY EL.	1974	745	103

PHYSICAL PLANT DATA
1983-84

SCHOOL NUMBER	SCHOOL NAME	DATE ESTAB.	ASSIGNED PROGRAM CAPACITY	PERCENT UTILIZATION
5121	SNAPPER CREEK EL.	1961	515	98
5201	SOUTH HIALEAH EL.	1923	835	125
5241	SOUTH MIAMI EL.	1952	382	83
5281	SOUTH MIAMI HTS. EL.	1952	895	95
5321	SOUTHSIDE EL.	1914	335	139
5361	SPRINGVIEW EL.	1956	430	101
5381	E.W.F.STIRRUP EL.	1976	700	192
5401	SUNSET EL.	1921	451	72
5421	SUNSET PARK EL.	1971	810	100
5441	SYLVANIA HTS. EL.	1943	626	87
5481	TREASURE ISLAND EL.	1955	430	106
5521	TROPICAL EL.	1955	516	92
5561	TUCKER, F. S. EL.	1960	539	104
5601	TWIN LAKES EL.	1957	745	95
5641	VILLAGE GREEN EL.	1963	540	100
5671	VINELAND EL.	1959	610	92
5711	WALTERS, MAE EL.	1955	805	101
5791	WEST HOMESTEAD EL.	1960	545	142
5831	WEST,HENRY S. LAB. E	1955	394	100
5861	WEST LITTLE RIVER EL	1947	715	104
5901	WESTVIEW EL.	1955	720	93
5931	WHEATLEY, P. EL.	1952	659	108
5951	WHISPERING PINES EL.	1967	689	98
5961	WINSTON PARK EL.	1976	745	119
5971	YOUNG, NATHAN EL.	1962	529	85
6011	ALLAPATTAH JR.	1964	1408	82
6021	ARVIDA JR.	1976	1672	112
6031	BROWNSVILLE JR.	1959	979	77
6051	CAROL CITY JR.	1959	1205	80
6061	CAMPBELL DRIVE JR.	1976	1459	77
6071	CARVER, G. W. JR.	1924	571	85
6081	CENTENNIAL JR.	1976	1256	76
6091	CITRUS GROVE JR.	1924	1510	95
6111	CUTLER RIDGE JR.	1960	1126	86
6141	DREW MIDDLE SCHOOL	1967	294	108
6171	FILER, HENRY H. JR.	1956	1388	98
6211	GLADES JR.	1963	1287	101
6231	HIALEAH JR.	1964	1350	89
6241	HIGHLAND OAKS JR.	1978	1345	92
6251	HOMESTEAD JR.	1921	1156	99
6281	JEFFERSON, T. J. JR.	1958	1120	93
6301	KENNEDY, J. F. JR.	1957	1291	92
6331	KINLOCH PARK JR.	1935	1525	85
6351	LAKE STEVENS JR.	1975	1369	77
6371	LEE, ROBERT E. JR.	1924	939	86
6391	MADISON JR.	1955	1092	86
6411	MANN, HORACE JR.	1948	1400	93
6431	MA[illegible]S JR.	1951	4255	65
6441	H. D. MCMILLAN JR.	1976	1626	124
6481	MIA EDISON MID SCHOO	1914	2015	84

PHYSICAL PLANT DATA
1983-84

SCHOOL NUMBER	SCHOOL NAME	DATE ESTAB.	ASSIGNED PROGRAM CAPACITY	PERCENT UTILIZATION
6501	MIAMI LAKES JR.	1976	1604	103
6521	MIAMI SPRINGS JR.	1955	1610	99
6541	NAUTILUS JR.	1949	1301	95
6571	NORLAND JR.	1960	1379	93
6591	NORTH DADE JR.	1957	1292	61
6631	NORTH MIAMI JR.	1955	1400	101
6681	PALM SPRINGS JR.	1957	1397	88
6701	PALMETTO JR.	1961	1345	103
6721	PARKWAY JR.	1961	1284	77
6741	PONCE DE LEON JR.	1921	1286	73
6761	REDLAND JR.	1926	1445	82
6781	RICHMOND HTS. JR.	1963	1307	93
6801	RIVIERA JR.	1958	1604	101
6821	ROCKWAY JR.	1959	1361	84
6841	SHENANDOAH JR.	1926	1410	86
6861	SOUTHWOOD JR.	1976	1494	90
6881	SOUTH MIAMI JR.	1956	1060	89
6901	W. R. THOMAS JR.	1975	1380	104
6911	WASHINGTON, B. T. JR	1925	1507	44
6961	WEST MIAMI JR.	1954	1504	76
6981	WESTVIEW JR.	1956	1231	93
7011	AMERICAN SR.	1976	2465	85
7071	CORAL GABLES SR.	1950	2740	85
7111	HIALEAH SR.	1954	2407	107
7131	HIALEAH-MIAMI LAKES	1971	2548	89
7151	HOMESTEAD SR.	1979	2805	73
7201	MIAMI BEACH SR.	1926	2349	89
7231	MIAMI CAROL CITY SR.	1963	2561	79
7251	MIAMI CENTRAL SR.	1959	2424	72
7254	MIA. D. MAC ARTHUR N	1964		
7271	MIAMI CORAL PARK SR.	1963	2142	110
7301	MIAMI EDISON SR.	1917	2166	89
7341	MIAMI JACKSON SR.	1925	1986	89
7361	MIAMI KILLIAN SR.	1966	2382	118
7381	MIAMI NORLAND SR.	1958	2322	74
7411	MIAMI NORTHWESTERN S	1955	2454	87
7431	MIAMI PALMETTO SR.	1958	2483	94
7461	MIAMI SR.	1928	2952	70
7511	MIAMI SPRINGS SR.	1964	2050	76
7531	MIAMI SUNSET SR.	1978	2647	92
7541	NORTH MIAMI BEACH SR	1971	2549	93
7591	NORTH MIAMI SR.	1951	2421	84
7631	MIA. D. MAC ARTHUR S	1960		
7701	SOUTH DADE SR.	1953	2117	82
7721	SOUTH MIAMI SR.	1971	2430	84
7731	MIAMI SOUTHRIDGE SR.	1976	2765	86
7741	SOUTHWEST MIAMI SR.	1956	2527	89
8101	JAN MANN OPP NORTH	1977		
8121	C.O.P.E. CENTER - N	1968		
8131	C.O.P.E. CENTER - S	1972		

COMPARATIVE STATISTICS - DADE AND LARGEST FLORIDA DISTRICTS

TOTAL ADMINISTRATIVE STAFF
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total Administrative Staff	Ratio Adm./Stud.	Rank*
Dade	222,058	940	1:236.2	17
Broward	125,781	521	1:241.4	18
Hillsborough	110,562	444	1:249.0	20
Duval	99,163	485	1:204.5	11
Pinellas	84,491	438**	1:192.9	8
Orange	78,745	317	1:248.4	19
Palm Beach	70,097	371	1:191.4	7
Polk	57,120	307	1:186.1	5
Brevard	44,413	201	1:221.0	15
Escambia	40,703	210	1:193.8	9
Seminole	36,738	171	1:214.8	13
Volusia	36,057	185	1:194.9	10
Lee	30,265	173	1:174.9	3
Pasco	26,313	126	1:208.8	12
Sarasota	23,498	138	1:170.3	1
Marion	22,823	100	1:228.2	16
Okaloosa	22,626	103	1:219.7	14
Leon	22,176	129**	1:171.9	2
Alachua	21,771	116	1:187.7	6
Manatee	20,989	116	1:180.9	4
MEDIAN			1:199.7	

*Rank 1 denotes district with the smallest number of pupils per administrative staff member.
**Florida Department of Education estimates.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5), Florida Department of Education.

DISTRICT LEVEL ADMINISTRATIVE STAFF
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total # Administrators	Ratio Adm./Stud.	Rank*
Dade	222,058	210	1:1057.4	18
Broward	125,781	148	1:849.9	17
Hillsborough	110,562	187	1:591.2	6
Duval	99,163	123	1:806.2	15
Pinellas	84,491	136	1:621.3	8
Orange	78,745	116	1:678.8	10
Palm Beach	70,997	54	1:1314.8	20
Polk	57,120	68	1:840.0	16
Brevard	44,413	37	1:1200.4	19
Escambia	40,703	58	1:701.8	11
Seminole	36,738	49	1:749.8	14
Volusia	36,057	56	1:643.9	9
Lee	30,265	62	1:488.1	2
Pasco	26,313	37	1:711.2	13
Sarasota	23,498	78	1:301.3	1
Marion	22,823	39	1:585.2	5
Okaloosa	22,626	32	1:707.1	12
Leon	22,176	44	1:504.0	3
Alachua	21,771	42	1:518.4	4
Manatee	20,989	34	1:617.3	7
MEDIAN			**1:690.3**	

*Rank 1 denotes district with the smallest number of pupils per district level administrator.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5). Florida Department of Education.

SCHOOL LEVEL ADMINISTRATIVE STAFF
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total # Administrators	Ratio Adm./Stud.	Rank*
Dade	222,058	730	1:304.2	14
Broward	125,781	373	1:337.2	16
Hillsborough	110,562	257	1:430.2	20
Duval	99,163	362	1:273.9	8
Pinellas	84,491	303	1:278.8	9
Orange	78,745	202	1:389.8	19
Palm Beach	70,997	317	1:224.0	1
Polk	57,120	239	1:239.0	2
Brevard	44,413	165	1:269.2	6
Escambia	40,703	153	1:266.0	5
Seminole	36,738	121	1:303.6	13
Volusia	36,057	128	1:281.7	10
Lee	30,265	112	1:270.2	7
Pasco	26,313	89	1:295.7	12
Sarasota	23,498	62	1:379.0	18
Marion	22,823	62	1:368.1	17
Okaloosa	22,626	71	1:318.7	15
Leon	22,176	85	1:260.9	4
Alachua	21,771	74	1:294.2	11
Manatee	20,989	81	1:259.1	3
MEDIAN			**1:288.0**	

*Rank 1 denotes district with the smallest number of pupils per school level administrator.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5). Florida Department of Education.

TOTAL INSTRUCTIONAL STAFF
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total # Instructional	Ratio Inst./Stud.	Rank*
Dade	222,058	12,889	1:17.2	17
Broward	125,781	8,118	1:15.5	1
Hillsborough	110,562	6,788	1:16.3	8
Duval	99,163	5,805	1:17.1	15
Pinellas	84,491	5,401**	1:15.6	2.5
Orange	78,745	4,989	1:15.8	6
Palm Beach	70,997	4,521	1:15.7	4.5
Polk	57,120	3,392	1:16.8	11
Brevard	44,413	2,584	1:17.2	17
Escambia	40,703	2,454	1:16.6	9
Seminole	36,738	2,034	1:18.1	20
Volusia	36,057	2,139	1:16.9	12.5
Lee	30,265	1,814	1:16.7	10
Pasco	26,313	1,533	1:17.2	17
Sarasota	23,498	1,393	1:16.9	12.5
Marion	22,823	1,345	1:17.0	14
Okaloosa	22,626	1,439	1:15.7	4.5
Leon	22,176	1,421**	1:15.6	2.5
Alachua	21,771	1,252	1:17.4	19
Manatee	20,989	1,294	1:16.2	7
MEDIAN			**1:16.8**	

*Rank 1 denotes district with the smallest number of pupils per instructional staff member.
**Florida Department of Education estimates.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5). Florida Department of Education.

CLASSROOM TEACHERS
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total # Teachers	Ratio Tchr./Stud.	Rank*
Dade	222,058	11,856	1:18.7	7
Broward	125,781	6,721	1:18.7	7
Hillsborough	110,562	5,435	1:20.3	12
Duval	99,163	5,414	1:18.3	3.5
Pinellas	84,491	4,518	1:18.7	7
Orange	78,745	4,196	1:18.8	9
Palm Beach	70,997	3,448	1:20.6	14
Polk	57,120	3,000	1:19.0	10
Brevard	44,413	2,423	1:18.3	3.5
Escambia	40,703	2,312	1:17.6	2
Seminole	36,738	1,514	1:24.3	19
Volusia	36,057	1,571	1:23.0	17.5
Lee	30,265	1,318	1:23.0	17.5
Pasco	26,313	971	1:27.1	20
Sarasota	23,498	1,217	1:19.3	11
Marion	22,823	1,046	1:21.8	15
Okaloosa	22,626	1,348	1:16.8	1
Leon	22,176	1,206	1:18.4	5
Alachua	21,771	965	1:22.6	16
Manatee	20,989	1,026	1:20.5	13
MEDIAN			**1:19.2**	

*Rank 1 denotes district with the smallest number of pupils per classroom teacher.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5). Florida Department of Education.

STUDENT SERVICES PERSONNEL*
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Total Student Services Pers.	Ratio Pers./Stud.	Rank**
Dade	222,058	1,033	1:215.0	10
Broward	125,781	569	1:221.1	13
Hillsborough	110,562	504	1:219.4	11
Duval	99,163	408	1:243.0	18
Pinellas	84,491	492	1:171.7	4
Orange	78,745	338	1:233.0	15
Palm Beach	70,997	332	1:213.8	9
Polk	57,120	343	1:166.5	3
Brevard	44,413	187	1:237.5	16
Escambia	40,703	194	1:209.8	7
Seminole	36,738	131	1:280.4	20
Volusia	36,057	217	1:166.2	2
Lee	30,265	145	1:208.7	6
Pasco	26,313	118	1:223.0	14
Sarasota	23,498	107	1:219.6	12
Marion	22,823	96	1:237.7	17
Okaloosa	22,626	106	1:213.5	8
Leon	22,176	141	1:157.3	1
Alachua	21,771	105	1:207.3	5
Manatee	20,989	80	1:262.4	19
MEDIAN			**1:217.2**	

*Includes Guidance counselors, Visiting Teachers/Social Workers, Psychologists, Librarians, and other professional staff (non-administrative/instructional).

**Rank 1 denotes district with the smallest number of pupils per student services personnel staff member.

Source: Student membership (PK-12) - Fall Student Surveys. Staff - Preliminary compilation of Public School Staff Surveys (EEO-5). Florida Department of Education.

TEACHER SALARY RANGES
(TWENTY LARGEST FLORIDA DISTRICTS)
1983-84

District	Bachelors		Masters	
	Minimum*	Maximum*	Minimum*	Maximum*
Dade	$15,083	$24,799	$18,083	$27,799
Broward	14,250	24,106	15,856	25,712
Hillsborough	13,607	22,106	14,737	23,236
Duval	13,500	22,961	14,400	24,644
Pinellas	14,000	23,350	15,150	24,500
Orange	13,000	22,035	14,450	23,485
Palm Beach	13,500	22,505	15,000	24,005
Polk	14,000	22,700	15,200	23,900
Brevard	14,955	22,145	16,440	23,630
Escambia**	11,654	20,814	12,936	22,096
Seminole	12,936	22,379	15,006	24,449
Volusia	12,600	23,290	14,364	25,054
Lee	14,000	21,870	15,400	23,270
Pasco	13,581	21,646	14,881	22,946
Sarasota	13,385	19,677	14,858	23,158
Leon	12,400	21,359	13,764	22,723
Marion	13,250	21,050	13,850	22,650
Okaloosa	13,000	22,702	14,100	23,802
Manatee	13,686	21,394	15,484	23,639
Alachua	12,521	20,952	13,833	23,147
MEDIAN	**$13,443**	**$22,126**	**$14,870**	**$23,634**

*Excludes supplements.

**Salaries frozen at 1982-83 level; however, merit increases given for satisfactory performance rating are not reflected in above schedule amounts.

Source: MIS Statistical Brief, Florida Department of Education, January 1984.

TEACHER SALARY RANGES
(TWENTY LARGEST FLORIDA DISTRICTS)
1983-84

District	Specialists		Doctors	
	Minimum*	Maximum*	Minimum*	Maximum*
Dade	$19,683	$29,399	$21,283	$30,399
Broward	17,242	27,098	18,562	28,418
Hillsborough	15,310	23,809	15,868	24,367
Duval	15,500	25,479	16,400	26,589
Pinellas	15,825	25,175	16,500	25,850
Orange	15,175	24,410	15,900	24,935
Palm Beach	16,300	25,305	17,700	29,505
Polk	15,900	24,600	--	--
Brevard	17,075	24,265	18,715	24,905
Escambia**	13,402	22,562	14,218	23,378
Seminole	16,429	25,872	16,429	25,872
Volusia	15,246	25,936	16,128	26,818
Lee	16,500	24,370	17,300	25,170
Pasco	15,679	23,744	16,531	24,596
Sarasota	16,465	25,166	17,803	25,969
Leon	14,880	23,839	15,500	24,459
Marion	14,650	24,175	14,650	24,175
Okaloosa	15,200	24,902	16,300	26,002
Manatee	16,739	25,659	17,997	26,916
Alachua	14,906	24,943	16,099	26,939
MEDIAN	**$15,752**	**$24,923**	**$16,429**	**$25,872**

*Excludes supplements.

**Salaries frozen at 1982-83 level; however, merit increases given for satisfactory performance rating are not reflected in above schedule amounts.

Source: MIS Statistical Brief, Florida Department of Education, January 1984.

CLASSROOM TEACHERS' AVERAGE SALARY
(TWENTY LARGEST FLORIDA DISTRICTS)
1982-83

District	Student Membership	Average Salary	Rank*
Dade	222,058	$22,621	1
Broward	125,781	18,179	6
Hillsborough	110,562	17,447	12
Duval	99,163	17,448	11
Pinellas	84,491	18,230	5
Orange	78,745	18,110	7
Palm Beach	70,997	18,109	8
Polk	57,120	17,277	15
Brevard	44,413	18,604	3
Escambia	40,703	17,346	13
Seminole	36,738	18,567	4
Volusia	36,057	17,875	10
Lee	30,265	17,276	16
Pasco	26,313	16,765	19
Sarasota	23,498	19,416	2
Marion	22,823	16,053	20
Okaloosa	22,626	17,345	14
Leon	22,176	17,129	17
Alachua	21,771	17,083	18
Manatee	20,989	17,994	9
MEDIAN		**17,662**	

*Rank 1 denotes the district with the highest average salary for classroom teacher.

Source: Student membership (PK-12) - Fall Student Surveys.
Average Salary - Florida Department of Education.

COMPARATIVE STATISTICS - DADE AND LARGEST U.S. DISTRICTS

CENTRAL AND AREA OFFICE ADMINISTRATIVE STAFF*
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	NUMBER OF ADMINISTRATORS	ADMINISTRATORS TO PUPILS RATIO	ADMINISTRATORS TO PUPILS RANK**	ADMINISTRATORS TO TEACHERS RATIO	ADMINISTRATORS TO TEACHERS RANK**
NEW YORK, N.Y.	927,586	1,494	1: 620.87	16	1: 35.95	17
LOS ANGELES, CALIF.	550,177	1,309	1: 420.30	9	1: 17.38	5
CHICAGO, ILL.	429,000	521	1: 823.42	18	1: 40.65	18
DADE COUNTY, FLA.	222,058	421	1: 527.45	12	1: 28.16	12
DETROIT, MICH.	199,000	481	1: 413.72	6	1: 17.14	4
PHILADELPHIA, PA.	194,628	100	1: 1946.28	20	1: 91.35	20
HOUSTON, TX.	194,073	463	1: 419.16	8	1: 21.27	7
HAWAII, STATE OF	151,796	251	1: 604.76	15	1: 32.55	16
DALLAS, TX.	127,965	641	1: 199.63	1	1: 10.34	1
BROWARD COUNTY, FLA.	124,404	286	1: 434.98	10	1: 24.56	11
FAIRFAX COUNTY, VA.	121,753	272	1: 447.62	11	1: 23.83	9
PRINCE GEORGE'S CO., MD.	111,161	174	1: 638.86	17	1: 29.60	14
HILLSBOROUGH CO., FLA.	110,988	195	1: 569.17	13	1: 29.11	13
MEMPHIS, TENN.	99,300	172	1: 577.33	14	1: 30.28	15
DUVAL COUNTY, FLA.	98,608	246	1: 400.85	5	1: 21.83	8
JEFFERSON COUNTY, KY.	94,027	294	1: 319.82	3	1: 15.50	3
MONTGOMERY COUNTY, MD.	92,517	260	1: 355.83	4	1: 20.09	6
WASHINGTON, D.C.	90,700	352	1: 257.67	2	1: 14.46	2
CLARK COUNTY, NEV.	86,235	73	1: 1181.30	19	1: 55.64	19
BALTIMORE COUNTY, MD.	85,637	205	1: 417.74	7	1: 24.39	10
MEDIAN			1: 441.30		1: 24.48	

*Based on the definition of Educational Research Service, Inc., "Administrative" staff includes only the following: Instructional and Non-instructional Administrative Managers, Consultants, Coordinators, and Supervisors of Instruction (i.e., Superintendent, Deputy/Associate Superintendents, Directors and Assistant Directors, Managers, Consultants, Coordinators, and Subject Area Supervisors).

**Rank 1 denotes district with smallest number of pupils or teachers per administrator.

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	NUMBER OF PRINCIPALS	PRINCIPALS TO PUPILS RATIO	PRINCIPALS TO PUPILS RANK*	PRINCIPALS TO TEACHERS RATIO	PRINCIPALS TO TEACHERS RANK*
NEW YORK, N.Y.	927,586	931	1: 996.33	19	1: 57.69	20
LOS ANGELES, CALIF.	550,177	543	1: 1013.22	20	1: 41.89	14
CHICAGO, ILL.	429,000	497	1: 863.18	15	1: 42.61	17
DADE COUNTY, FLA.	222,058	245	1: 906.36	18	1: 48.39	19
DETROIT, MICH.	199,000	224	1: 888.39	17	1: 36.81	10
PHILADELPHIA, PA.	194,628	271	1: 718.18	9	1: 33.71	6
HOUSTON, TX.	194,073	224	1: 866.40	16	1: 43.97	18
HAWAII, STATE OF	151,796	236	1: 643.20	5	1: 34.61	7
DALLAS, TX.	127,965	174	1: 735.43	10	1: 38.10	12
BROWARD COUNTY, FLA.	124,404	165	1: 753.96	11	1: 42.56	16
FAIRFAX COUNTY, VA.	121,753	159	1: 765.74	12	1: 40.77	13
PRINCE GEORGE'S CO., MD.	111,161	186	1: 597.64	4	1: 27.69	1
HILLSBOROUGH CO., FLA.	110,988	135	1: 822.13	14	1: 42.04	15
MEMPHIS, TENN.	99,300	148	1: 670.95	7	1: 35.20	8
DUVAL COUNTY, FLA.	98,608	143	1: 689.57	8	1: 37.55	11
JEFFERSON COUNTY, KY.	94,027	144	1: 652.97	6	1: 33.69	5
MONTGOMERY COUNTY, MD.	92,517	162	1: 571.09	3	1: 32.24	3
WASHINGTON, D.C.	90,700	166	1: 546.39	1	1: 30.66	2
CLARK COUNTY, NEV.	86,235	111	1: 776.89	13	1: 36.59	9
BALTIMORE COUNTY, MD.	85,637	151	1: 567.13	2	1: 33.11	4
MEDIAN			1: 744.70		1: 37.18	

*Rank 1 denotes district with the smallest number of pupils or teachers per principal.

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPALS
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	NUMBER OF ASSISTANT PRINCIPALS	ASSISTANT PRINCIPALS TO PUPILS		ASSISTANT PRINCIPALS TO TEACHERS	
			RATIO	RANK*	RATIO	RANK*
NEW YORK, N.Y.	927,586	1927	1: 481.36	2	1: 27.87	2
LOS ANGELES, CALIF.	550,177	401	1: 1372.01	18	1: 56.72	13
CHICAGO, ILL.	429,000	577	1: 743.50	5	1: 36.70	5
DADE COUNTY, FLA.	222,058	383	1: 579.79	3	1: 39.13	6
DETROIT, MICH.	199,000	265	1: 750.94	6	1: 31.12	3
PHILADELPHIA, PA.	194,628	200	1: 973.14	12	1: 45.68	9
HOUSTON, TX.	194,073	165	1: 1176.20	15	1: 59.69	16
HAWAII, STATE OF	151,796	109	1: 1392.62	19	1: 74.94	19
DALLAS, TX.	127,965	155	1: 825.58	8	1: 42.77	7.5
BROWARD COUNTY, FLA.	124,404	205	1: 606.85	4	1: 34.26	4
FAIRFAX COUNTY, VA.	121,753	138	1: 882.27	9	1: 46.97	10
PRINCE GEORGE'S CO., MD.	111,161	85	1: 1307.78	16	1: 60.60	17
HILLSBOROUGH CO., FLA.	110,988	29	1: 3827.17	20	1: 195.72	20
MEMPHIS, TENN.	99,300	108	1: 919.44	10	1: 48.23	11
DUVAL COUNTY, FLA.	98,608	94	1: 1049.02	13	1: 57.13	15
JEFFERSON COUNTY, KY.	94,027	85	1: 1106.20	14	1: 57.07	14
MONTGOMERY COUNTY, MD.	92,517	99	1: 934.52	11	1: 52.76	12
WASHINGTON, D.C.	90,700	119	1: 762.18	7	1: 42.77	7.5
CLARK COUNTY, NEV.	86,235	64	1: 1347.42	17	1: 63.47	18
BALTIMORE COUNTY, MD.	85,637	204	1: 419.79	1	1: 24.50	1
MEDIAN			1: 926.98		1: 47.60	

*Rank 1 denotes district with the smallest number of pupils or teachers per assistant principal.

Source: Educational Research Service, Inc.

CLASSROOM TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	NUMBER OF TEACHERS	TEACHERS TO PUPILS RATIO	RANK*
NEW YORK, N.Y.	927,586	53,706	1: 17.27	2
LOS ANGELES, CALIF.	550,177	22,746	1: 24.19	20
CHICAGO, ILL.	429,000	21,178	1: 20.26	15
DADE COUNTY, FLA.	222,058	11,856	1: 18.73	8
DETROIT, MICH.	199,000	8,246	1: 24.13	19
PHILADELPHIA, PA.	194,628	9,135	1: 21.31	17
HOUSTON, TX.	194,073	9,849	1: 19.70	14
HAWAII, STATE OF	151,796	8,169	1: 18.58	7
DALLAS, TX.	127,965	6,630	1: 19.30	11
BROWARD COUNTY, FLA.	124,404	7,023	1: 17.71	3.5
FAIRFAX COUNTY, VA.	121,753	6,482	1: 18.78	9
PRINCE GEORGE'S CO., MD.	111,161	5,151	1: 21.58	18
HILLSBOROUGH CO., FLA.	110,988	5,676	1: 19.55	13
MEMPHIS, TENN.	99,300	5,209	1: 19.06	10
DUVAL COUNTY, FLA.	98,608	5,370	1: 18.36	6
JEFFERSON COUNTY, KY.	94,027	4,851	1: 19.38	12
MONTGOMERY COUNTY, MD.	92,517	5,223	1: 17.71	3.5
WASHINGTON, D.C.	90,700	5,090	1: 17.82	5
CLARK COUNTY, NEV.	86,235	4,062	1: 21.23	16
BALTIMORE COUNTY, MD.	85,637	4,999	1: 17.13	1
MEDIAN			1: 19.18	

*Rank 1 denotes district with the smallest number of pupils per teacher.

Source: Educational Research Service, Inc.

DEANS AND COUNSELORS
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	NUMBER OF DEANS AND COUNSELORS	DEANS AND COUNSELORS TO PUPILS RATIO	RANK*
NEW YORK, N.Y.	927,586	1,384	1: 670.22	16
LOS ANGELES, CALIF.	550,177	639	1: 861.00	19
CHICAGO, ILL.	429,000	760	1: 564.47	12
DADE COUNTY, FLA.	222,058	337	1: 658.93	15
DETROIT, MICH.	199,000	102	1: 1950.98	20
PHILADELPHIA, PA.	194,628	558	1: 348.80	1
HOUSTON, TX.	194,073	374	1: 518.91	10
HAWAII, STATE OF	151,796	396	1: 383.32	4
DALLAS, TX.	127,965	178	1: 718.90	17
BROWARD COUNTY, FLA.	124,404	300	1: 414.68	5
FAIRFAX COUNTY, VA.	121,753	210	1: 579.78	13
PRINCE GEORGE'S CO., MD.	111,161	185	1: 600.87	14
HILLSBOROUGH CO., FLA.	110,988	266	1: 417.25	6
MEMPHIS, TENN.	99,300	132	1: 752.27	18
DUVAL COUNTY, FLA.	98,608	219	1: 450.26	9
JEFFERSON COUNTY, KY.	94,027	211	1: 445.63	8
MONTGOMERY COUNTY, MD.	92,517	213	1: 434.35	7
WASHINGTON, D.C.	90,700	242	1: 374.79	3
CLARK COUNTY, NEV.	86,235	159	1: 542.36	11
BALTIMORE COUNTY, MD.	85,637	239	1: 358.31	2
MEDIAN			**1: 530.64**	

*Rank 1 denotes district with the smallest number of pupils per dean/counselor.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES PAID
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	SUPERINTENDENT	DEPUTY/ASSOCIATE SUPERINTENDENT	ASSISTANT SUPERINTENDENT	SUBJECT AREA SUPERVISOR
NEW YORK, N.Y.	927,586				
Average		$ —	$ 61,893	$ 71,000	$ 38,371
Low		—	47,074	No Data	36,751
High		95,000	71,000	No Data	41,126
Days on Duty		216	216	216	193
LOS ANGELES, CALIF.	550,177				
Average		$ —	$ 65,338	$ 59,070	$ 37,917
Low		—	52,787	52,787	33,431
High		93,090*	80,000	62,262	45,030
Days on Duty		225	225	225	206
CHICAGO, ILL.	410,494				
Average		$ —	$ 59,174	$ No Data	$ No Data
Low		—	55,357	49,823	33,443
High		120,000	63,747	60,000	37,619
Days on Duty		224	224	224	224
DADE COUNTY, FLA.	222,058				
Average		$ —	$ 57,786	$ 52,231	$ 38,114
Low		—	42,820	39,305	34,567
High		80,250	57,786	53,043	42,820
Days on Duty		230	230	230	230
DETROIT, MICH.	214,351				
Average		$ —	$ 53,260	$ 52,116	$ 36,430
Low		—	51,653	50,937	32,572
High		67,176	58,627	52,411	45,615
Days on Duty		240	240	240	240
PHILADELPHIA, PA.	194,628				
Average		$ —	$ 48,444	$ 46,022	$ 32,443
Low		—	47,233	44,810	31,103
High		68,000	53,286	47,233	37,324
Days on Duty		227	227	227	227
HOUSTON, TX.	194,019				
Average		$ —	$ 51,933	$ 44,710	$ 33,401
Low		—	42,727	37,565	24,706
High		96,000	75,000	50,633	35,079
Days on Duty		230	230	230	210
HAWAII, STATE OF	151,796				
Average		$ —	$ 44,085	$ 44,550	$ 35,700
Low		—	40,649	44,550	23,580
High		50,490	47,520	44,550	44,353
Days on Duty		277	277	277	277
DALLAS, TX.	127,000				
Average		$ —	$ 67,500	$ 56,960	$ 27,319
Low		—	67,500	44,935	16,208
High		91,300	67,500	59,474	37,284
Days on Duty		226	226	226	205
BROWARD COUNTY, FL	124,404				
Average		$ —	$ 51,286	$ 55,033	$ 32,555
Low		—	No Data	No Data	30,442
High		67,946	No Data	No Data	38,489
Days on Duty		230	230	230	230

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES PAID
(TWENTY LARGEST U.S. DISTRICTS)
1982-83
(Continued)

DISTRICT	MEMBERSHIP FALL 1982	SUPERINTENDENT	DEPUTY/ASSOCIATE SUPERINTENDENT	ASSISTANT SUPERINTENDENT	SUBJECT AREA SUPERVISOR
FAIRFAX COUNTY, VA	118,210				
Average		$ —	$ 56,274	$ 54,938	$ 41,833
Low		—	52,605	51,555	33,191
High		72,000	63,500	59,225	46,286
Days on Duty		238	238	238	238
PRINCE GEORGE'S Co. MD	108,538				
Average		$ —	$ 56,550	$ 51,792	$ 40,050
Low		—	56,550	50,368	36,838
High		64,450	56,550	52,504	41,817
Days on Duty		220	220	220	220
HILLSBOROUGH CO., FL	112,355				
Average		$ —	$ —	$ 44,709	$ 31,762
Low		—	—	44,491	31,574
High		66,875	—	45,801	32,884
Days on Duty		231		231	231
MEMPHIS, TENN.	108,103				
Average		$ —	$ 47,340	$ 42,084	$ 25,938
Low		—	42,276	40,248	23,738
High		61,524	52,176	42,552	26,664
Days on Duty		226	226	226	226
DUVAL COUNTY, FL	97,274				
Average		$ —	$ —	$ 47,646	$ 29,732
Low		—	—	42,375	23,922
High		74,241	—	49,882	33,514
Days on Duty		260		260	260
JEFFERSON CO., KY	90,552				
Average		$ —	$ 51,340	$ 50,899	$ 31,337
Low		—	51,340	50,262	25,552
High		69,345	51,340	51,661	35,991
Days on Duty		231	231	231	206
MONTGOMERY CO., MD	92,517				
Average		$ —	$ 58,540	$ —	$ 42,056
Low		—	55,957	—	35,569
High		74,000	64,152	—	44,847
Days on Duty		233	233		233
WASHINGTON, D.C.	87,490				
Average		$ —	$ 58,553	$ 48,932	$ 36,531
Low		—	58,738	44,687	34,978
High		74,238	62,000	51,055	40,402
Days on Duty		230	230	230	230
CLARK COUNTY, NEV.	87,806				
Average		$ —	$ 55,734	$ 55,272	$ —
Low		—	55,272	55,272	—
High		73,000	58,044	55,272	—
Days on Duty		226	226	226	No Data
BALTIMORE CO., MD	85,555				
Average		$ —	$ 53,300	$ 49,563	$ 38,972
Low		—	51,800	48,600	37,111
High		60,000	55,600	50,000	41,608
Days on Duty		220	220	220	220

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY
NEW YORK, N.Y.	927,586				
Elementary		$ 43,043	$ 44,938	$ 46,457	191
Junior		46,286	48,223	49,624	191
Senior		48,808	52,452	53,427	191
LOS ANGELES, CALIF.	550,177				
Elementary		$ 29,881	$ 48,703	$ 40,121	193
Junior		33,364	51,404	43,901	193
Senior		34,275	51,404	44,673	193
CHICAGO, ILL.	410,494				
Elementary		$ 34,760*	$ 45,847*	No Data	203
Junior		---	---	No Data	---
Senior		37,246	48,992	No Data	203
DADE COUNTY, FLA.	222,058				
Elementary		$ 31,730	$ 42,820	$ 41,166	230
Junior		33,118	44,820	42,069	230
Senior		34,567	46,648	44,396	230
DETROIT, MICH.	214,351				
Elementary		$ 31,545	$ 39,335	$ 38,764	195
Junior		31,545	39,335	39,644	195
Senior		34,548	42,223	41,474	240
PHILADELPHIA, PA.	194,628				
Elementary		$ 32,141	$ 41,096	$ 38,474	198
Junior		36,619	42,216	41,852	198
Senior		36,619	43,335	42,487	198
HOUSTON, TX.	194,019				
Elementary		$ 26,256	$ 47,064	$ 37,962	230
Junior		26,256	47,064	38,943	230
Senior		29,040	52,500	43,570	230
HAWAII, STATE OF	151,796				
Elementary		$ 20,221	$ 44,912	$ --- **	184
Junior		20,221	44,912	--- **	184
Senior		20,221	44,912	33,100	184
DALLAS, TX.	127,000				
Elementary		$ 30,389	$ 42,609	$ 38,168	217
Junior		31,362	45,875	42,167	217
Senior		36,981	52,537	47,281	217
BROWARD COUNTY, FLA.	124,404				
Elementary		$ 32,211	$ 38,242	$ 35,937	211
Junior		35,226	41,258	37,662	211
Senior		38,242	44,274	41,320	211

*Data includes Junior High Principals.

**Data reported with Senior High Principals.

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1982-83
(Continued)

DISTRICT	MEMBERSHIP FALL 1982	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY
FAIRFAX COUNTY, VA.	118,210				
Elementary		$ 26,881	$ 44,100	$ 39,317	238
Junior		29,941	45,670	44,563	238
Senior		32,029	48,820	48,491	238
PRINCE GEORGE'S CO., MD.	108,538				
Elementary		$ 27,697	$ 41,406	$ 39,513	220
Junior		27,697	41,406	40,540	220
Senior		27,697	43,611	41,720	220
HILLSBOROUGH CO., FLA.	112,355				
Elementary		$ 29,994	$ 33,010	$ 31,073	231
Junior		31,699	33,842	32,391	231
Senior		33,966	37,086	35,264	231
MEMPHIS, TENN.	108,103				
Elementary		$ 26,246	$ 36,223	$ 30,635	206
Junior		28,435	39,248	31,460	206
Senior		33,420	46,128	39,168	226
DUVAL COUNTY, FLA.	97,274				
Elementary		$ 20,993	$ 35,453	$ 30,828	260
Junior		23,253	38,539	34,035	260
Senior		24,247	40,882	37,479	260
JEFFERSON COUNTY, KY.	90,552				
Elementary		$ 19,497	$ 37,031	$ 35,885	206
Junior		20,425	38,757	37,907	216
Senior		24,955	46,655	46,300	231
MONTGOMERY COUNTY, MD.	92,517				
Elementary		$ 35,399	$ 47,537	$ 46,373	233
Junior		37,928	50,065	48,656	233
Senior		40,455	54,115	52,826	233
WASHINGTON, D.C.	87,490				
Elementary		$ 32,549	$ 43,745	$ 38,007	230
Junior		32,549	43,745	38,894	230
Senior		32,549	43,745	37,875	230
CLARK COUNTY, NEV.	87,806				
Elementary		$ 31,130	$ 39,732	$ 40,498	205
Junior		32,681	41,701	41,735	205
Senior		37,464	47,772	48,492	226
BALTIMORE COUNTY, MD.	85,555				
Elementary		$ 26,471	$ 39,327	$ 38,616	220
Junior		26,795	39,651	39,357	220
Senior		26,795	39,651	40,222	220

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY
NEW YORK, N.Y.	927,586				
Elementary		$ 37,407	$ 38,574	$ 40,054	191
Junior		37,407	38,574	40,054	191
Senior		37,407	38,574	39,547	191
LOS ANGELES, CALIF.	550,177				
Elementary		$ 26,756	$ 42,347	$ 37,924	229
Junior		29,067	44,762	37,621	193
Senior		29,881	44,762	38,324	193
CHICAGO, ILL.	410,494				
Elementary		$ 21,171	$ 30,998	No Data	182
Junior		21,171	30,998	No Data	No Data
Senior		$ 21,171	30,998	No Data	182
DADE COUNTY, FLA.	222,058				
Elementary		$ 24,992	$ 33,728	$ 30,555	206
Junior		26,086	35,202	32,141	206
Senior		27,227	36,743	33,580	206
DETROIT, MICH.	214,351				
Elementary		$ 25,425	$ 33,618	$ 32,994	195
Junior		25,425	33,618	34,139	195
Senior		28,901	36,859	35,7[illegible]	195
PHILADELPHIA, PA.	194,628				
Elementary		No Data	$ 32,945	$ 30,138	198
Junior		32,141	37,738	--- *	198
Senior		32,141	37,738	36,952	198
HOUSTON, TX.	194,019				
Elementary		$ No Data	$ No Data	$ No Data	No Data
Junior		23,298	36,663	31,581	210
Senior		24,915	42,036	33,986	210
HAWAII, STATE OF	151,796				
Elementary		$ 18,714	$ 37,657	$ --- *	184
Junior		18,714	37,657	--- *	184
Senior		18,714	37,657	31,717	184
DALLAS, TX.	127,000				
Elementary		$ 27,221	$ 35,820	$ 32,520	207
Junior		27,221	36,562	33,304	207
Senior		27,221	38,047	34,899	207
BROWARD COUNTY, FLA.	124,4[illegible]				
Elementary		$ 26,179	$ 32,211*	$ 27,361	No Data
Junior		26,179	32,211	29,271	No Data
Senior		29,195	35,226	31,811	No Data

*Data reported with Senior High Assistant Principals.

Source: Educational Research Service

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
(Continued)

DISTRICT	MEMBERSHIP FALL 1982	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY
FAIRFAX COUNTY, VA.	118,210				
Elementary		$ 23,968	$ 36,834	$ 32,975	219
Junior		25,655	37,717	36,748	219
Senior		28,596	45,670	41,696	260
PRINCE GEORGE'S CO., MD.	108,538				
Elementary		$ No Data	$ No Data	$ No Data	No Data
Junior		23,247	39,201	35,353	210
Senior		23,247	39,201	36,749	210
HILLSBOROUGH CO., FLA.	112,355				
Elementary		$ No Data	$ No Data	$ No Data	No Data
Junior		28,995	30,306	29,650	231
Senior		27,264	30,046	30,190	211
MEMPHIS, TENN.	108,103				
Elementary		$ 18,007	$ 23,419	$ 23,375	206
Junior		20,273	26,356	--- *	206
Senior		20,273	26,356	25,355	206
DUVAL COUNTY, FLA.	97,274				
Elementary		$ No Data	$ No Data	$ 22,050	No Data
Junior		28,995	30,306	23,976	231
Senior		27,264	30,046	25,171	211
JEFFERSON COUNTY, KY.	90,552				
Elementary		$ No Data	$ No Data	$ No Data	No Data
Junior		18,628	34,297	33,865	211
Senior		19,287	35,695	34,992	211
MONTGOMERY COUNTY, MD.	92,517				
Elementary		$ 30,343	$ 40,963	$ 40,741	233
Junior		30,343	40,963	40,781	233
Senior		32,871	43,493	41,391	233
WASHINGTON, D.C.	87,490				
Elementary		$ 30,305	$ 37,883	$ 32,111	230
Junior		30,305	37,883	32,539	230
Senior		30,305	37,883	32,494	230
CLARK COUNTY, NEV.	87,806				
Elementary		$ 26,928	$ 34,342	$ 35,551	205
Junior		29,645	37,873	38,039	205
Senior		29,645	37,873	37,888	205
BALTIMORE COUNTY, MD.	85,555				
Elementary		$ 23,605	$ 37,167	$ 35,420	220
Junior		23,767	37,329	36,330	220
Senior		23,767	37,329	36,420	220

*Data reported with Senior High Assistant Principals.

CLASSROOM TEACHERS'S SALARIES
1982-83

DISTRICT	MEMBERSHIP FALL 1982	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY
NEW YORK, N.Y.	927,586	$ 11,821*	$ 25,822*	$ 25,018*	185
LOS ANGELES, CALIF.	550,177	$ 11,150*	$ 29,566*	$ 24,352*	178
CHICAGO, ILL.	410,494	$ 13,770*	$ 29,268*	$ 24,843*	182
DADE COUNTY, FLA.	222,058	$ 14,229	$ 29,595	$ 22,646	190
DETROIT, MICH.	214,351	$ 15,027	$ 30,000	$ 26,394	195
PHILADELPHIA, PA.	194,628	$ 11,635	$ 32,945	$ 26,954	198
HOUSTON, TX.	194,019	$ 16,000	$ 26,810	$ 21,152	185
HAWAII, STATE OF	151,796	$ 14,598	$ 32,948	$ 23,307	177
DALLAS, TX.	127,000	$ 15,023	$ 32,329	$ 22,112	185
BROWARD COUNTY, FLA.	124,404	$ 11,558	$ 26,660	$ 18,021*	191
FAIRFAX COUNTY, VA.	118,210	$ 14,910	$ 38,393	$ 25,176	190
PRINCE GEORGE'S CO., MD.	108,538	$ 14,008	$ 30,657	$ 25,956	190
HILLSBOROUGH CO., FLA.	112,355	$ 13,006	$ 23,279	$ 16,975	190
MEMPHIS, TENN.	108,103	$ 13,270	$ 25,310	$ 16,998	180
DUVAL COUNTY, FLA.	97,274	$ 13,000	$ 25,203	$ 17,818	196
JEFFERSON COUNTY, KY.	90,552	$ 12,991	$ 25,873	$ 20,675	181
MONTGOMERY COUNTY, MD.	92,517	$ 14,114	$ 30,373	$ 26,628	191
WASHINGTON, D.C.	87,490	$ 15,895	$ 30,024	No Data	190
CLARK COUNTY, NEV.	87,806	$ 14,585	$ 29,671	$ 22,831	182
BALTIMORE COUNTY, MD.	85,555	$ 13,700	$ 29,736	$ 25,625	189

* Data are for school year 1981-82.

Source: Educational Research Service, Inc.

SCHOOL ADMINISTRATION COSTS PER PUPIL*
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982**	PER PUPIL EXPENDITURE $	RANK
NEW YORK, N.Y.	927,586	No Data	--
LOS ANGELES, CALIF.	550,177	No Data	--
CHICAGO, ILL.	410,494	172.62	9
DADE COUNTY, FLA.	222,058	204.56	4
DETROIT, MICH.	214,351	199.13	5
PHILADELPHIA, PA.	194,628	178.72	8
HOUSTON, TX.	194,019	122.74	14
HAWAII, STATE OF	151,796	No Data	--
DALLAS, TX.	127,000	160.65	12
BROWARD COUNTY, FLA.	124,404	211.18	3
FAIRFAX COUNTY, VA.	118,210	258.35	1
PRINCE GEORGE'S CO., MD.	108,538	169.33	11
HILLSBOROUGH CO., FLA.	112,355	149.57	13
MEMPHIS, TENN.	108,103	115.27	16
DUVAL COUNTY, FLA.	97,274	121.46	15
JEFFERSON COUNTY, KY.	90,552	179.79	7
MONTGOMERY COUNTY, MD.	92,517	No Data	--
WASHINGTON, D.C.	87,490	172.42	10
CLARK COUNTY, NEV.	87,806	198.69	6
BALTIMORE COUNTY, MD.	85,555	243.33	2

NOTE: Rank 1 denotes the district with the highest cost per pupil.

*INCLUDES: Principals, assistant principals, secretarial/clerical services in principals' offices, and related equipment and supplies.

**NOTE: Data were obtained from a special report prepared by Educational Research, Inc., for Dade County and are based on projected (rather than actual) membership.

Source: Educational Research Service, Inc.

CLASSROOM INSTRUCTION COST PER PUPIL*
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982**	PER PUPIL EXPENDITURE $	RANK
NEW YORK, N.Y.	927,586	No Data	--
LOS ANGELES, CALIF.	550,177	No Data	--
CHICAGO, ILL.	410,494	1,969.55	2
DADE COUNTY, FLA.	222,058	1,824.38	5
DETROIT, MICH.	214,351	1,379.30	9
PHILADELPHIA, PA.	194,628	2,415.76	1
HOUSTON, TX.	194,019	1,357.82	12
HAWAII, STATE OF	151,796	No Data	--
DALLAS, TX.	127,000	1,460.34	8
BROWARD COUNTY, FLA.	124,404	1,377.97	11
FAIRFAX COUNTY, VA.	118,210	1,918.17	4
PRINCE GEORGE'S CO., MD.	108,338	1,474.51	7
HILLSBOROUGH CO., FLA.	112,355	1,112.47	15
MEMPHIS, TENN.	108,103	916.87	16
DUVAL COUNTY, FLA.	97,274	1,275.35	13
JEFFERSON COUNTY, KY.	90,552	1,193.15	14
MONTGOMERY COUNTY, MD.	92,517	No Data	--
WASHINGTON, D.C.	87,490	1,927.28	3
CLARK COUNTY, NEV.	87,806	1,378.32	10
BALTIMORE COUNTY, MD.	85,555	1,800.95	6

NOTE: Rank 1 denotes the district with the highest cost per pupil.

*INCLUDES: Regular K-12 and special education teachers, paraprofessionals, and clerical personnel working with teachers in the classroom.

**NOTE: Data were obtained from a special report prepared by Educational Research, Inc., for Dade County and are based on projected (rather than actual) membership.

Source: Educational Research Service, Inc.

TOTAL INSTRUCTIONAL SERVICES COST PER PUPIL*
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982**	PER PUPIL EXPENDITURE $	RANK
NEW YORK, N.Y.	927,586	No Data	--
LOS ANGELES, CALIF.	550,177	No Data	--
CHICAGO, ILL.	410,494	2,140.18	4
DADE COUNTY, FLA.	222,058	2,068.17	6
DETROIT, MICH.	214,351	No Data	--
PHILADELPHIA, PA.	194,628	2,754.52	1
HOUSTON, TX.	194,019	1,561.67	11
HAWAII, STATE OF	151,796	No Data	--
DALLAS, TX.	127,000	1,657.02	8
BROWARD COUNTY, FLA.	124,404	1,653.35	9
FAIRFAX COUNTY, VA.	118,210	2,304.42	2
PRINCE GEORGE'S CO., MD.	108,538	1,716.66	7
HILLSBOROUGH CO., FLA.	112,355	1,468.80	13
MEMPHIS, TENN.	108,103	1,085.26	15
DUVAL COUNTY, FLA.	97,274	1,577.44	10
JEFFERSON COUNTY, KY.	90,553	1,386.33	14
MONTGOMERY COUNTY, MD.	92,517	No Data	--
WASHINGTON, D.C.	87,490	2,301.55	3
CLARK COUNTY, NEV.	87,806	1,550.01	12
BALTIMORE COUNTY, MD.	85,555	2,127.60	5

NOTE: Rank 1 denotes the district with the highest cost per pupil.

*INCLUDES: Total expenditures for functional instructional categories and expenditures for "Other Instructional Services."

**NOTE: Data were obtained from a special report prepared by Educational Research, Inc., for Dade County and are based on projected (rather than actual) membership.

Source: Educational Research Service, Inc.

EXECUTIVE ADMINISTRATION COSTS PER PUPIL*
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

DISTRICT	MEMBERSHIP FALL 1982**	PER PUPIL EXPENDITURE $	RANK
NEW YORK, N.Y.	927,586	No Data	--
LOS ANGELES, CALIF.	550,177	No Data	--
CHICAGO, ILL.	410,494	20.53	10
DADE COUNTY, FLA.	222,058	15.34	13
DETROIT, MICH.	214,351	24.38	8
PHILADELPHIA, PA.	194,628	38.11	4
HOUSTON, TX.	194,019	89.07	2
HAWAII, STATE OF	151,796	No Data	--
DALLAS, TX.	127,000	146.32	1
BROWARD COUNTY, FLA.	124,404	13.31	14
FAIRFAX COUNTY, VA.	118,210	17.91	11
PRINCE GEORGE'S CO., MD.	108,538	12.87	15
HILLSBOROUGH CO., FLA.	112,355	21.25	9
MEMPHIS, TENN.	108,103	11.68	16
DUVAL COUNTY, FLA.	97,274	28.09	6
JEFFERSON COUNTY, KY.	90,552	27.79	7
MONTGOMERY COUNTY, MD.	92,517	No Data	--
WASHINGTON, D.C.	87,490	88.39	3
CLARK COUNTY, NEV.	87,806	31.13	5
BALTIMORE COUNTY, MD.	85,555	15.63	12

NOTE: Rank 1 denotes the district with the highest cost per pupil.

*INCLUDES: Superintendent; deputy, assistant and area superintendents serving in general administrative capacities, and their personal staffs; plus employee relations and negotiation services; state and federal relations services; and related executive administration services not included in functions listed elsewhere.
EXCLUDED: Services for planning, research, and evaluation; maintenance and operations; instruction; staff personnel; pupil personnel; statistics; data processing; business; and school building administration.

**NOTE: Data were obtained from a special report prepared by Educational Research, Inc., for Dade County. Obviously, per pupil expenditures and ranks change when actual membership figures are used rather than the projected membership figures given in this report.

Source: Educational Research Service, Inc.

TOTAL CURRENT EXPENDITURES PER PUPIL
(TWENTY LARGEST U.S. DISTRICTS)
1982-83

District	Membership Fall 1982	Cost Per Pupil*	Rank	% of Dade's Cost
NEW YORK, N.Y.	927,586	$3,300	5	138.0%
LOS ANGELES, CALIF.	550,177	3,116	7	130.3
CHICAGO, ILL.	429,000	3,011	8	125.9
DADE COUNTY, FLA.	222,058	2,391	15	100.0
DETROIT, MICHIGAN	199,000	2,872	9	120.1
PHILADELPHIA, PA.	194,628	3,390	3	141.8
HOUSTON, TEXAS	194,073	2,516	13	105.2
HAWAII, STATE OF	151,796	1,828	20	76.5
DALLAS, TEXAS	127,965	2,576	12	107.7
BROWARD COUNTY, FLA.	124,404	2,265**	17	94.7
FAIRFAX COUNTY, VA.	121,753	3,492	2	146.0
PRINCE GEORGE'S CO., MD.	111,161	2,700	10	112.9
HILLSBOROUGH CO., FLA.	110,988	2,343	16	98.0
MEMPHIS, TENN.	99,300	1,957	19	81.8
DUVAL COUNTY, FLA.	98,608	2,637	11	110.3
JEFFERSON COUNTY, KY.	94,027	2,186	18	91.4
MONTGOMERY CO., MD.	92,517	3,817	1	159.6
WASHINGTON, D.C.	90,700	3,379	4	141.3
CLARK COUNTY, NEVADA	86,235	2,434	14	101.8
BALTIMORE CO., MD.	85,637	3,186	6	133.2
MEDIAN		$3,004		

Rank 1 denotes district with highest total current expenditures per pupil.

*Cost per pupil for all districts except Dade and Broward is based on 1982-83 budgeted appropriations. For Dade, the cost represents actual 1982-83 expenditures per full-time equivalent pupil.

**Cost per pupil for Broward County has been revised from the previously published figure to reflect actual cost per full-time equivalent student.

Source: Educational Research Service, Inc.

SUMMARY OF SELECTED PROGRAM EVALUATIONS

This section contains summaries of selected program evaluations conducted by the Office of Educational Accountability during 1982-83 and the first six months of 1983-84. These summaries are included in this document in compliance with the provisions of the Educational Accountability Act of 1976 (Florida Statutes 229.575) which requires that school districts annually report on the status of education including the results of program evaluations.

EVALUATION OF OPERATION TURNAROUND
OCTOBER, 1983

Operation Turnaround was developed as a result of program audits conducted by the Division of Elementary and Secondary Instruction (DESI) during the 1979-80 school year. According to project documentation, the three schools chosen for audit were selected from among 53 deficient elementary schools in the county because the pattern of low performance was of long standing and seemingly resistant to amelioration. The schools selected for these audits and subsequently for Operation Turnaround were Holmes Elementary, Little River Elementary, and Orchard Villa Elementary.

After several planning sessions, beginning in April of 1980, the following goals were adopted for the Operation Turnaround schools:

1. to raise significantly the achievement levels of students;
2. to develop positive staff perceptions with respect to the children they teach and the children's potential for growth;
3. to build at each school a cohesive, committed, and competent staff which would operate as a team;
4. to significantly increase parent involvement and to develop an improved sense of community pride;
5. to instill in each child a love for learning and a belief in self-determination and achievement of goals.

In order to accomplish these goals, staff changes were initiated, instructional materials were upgraded, physical plant repairs and improvements were begun, and a major inservice training program was provided. A coordinating council was established consisting of the principals, union stewards, appropriate area directors, other representatives from the United Teachers of Dade, and representatives from the Bureau of Education. This council was designated to act as a problem solving body for Operation Turnaround. In order to give teachers greater input to the decision making process at the school level, waivers of the teachers' contract in regard to provisions for faculty councils were obtained. This waiver provided for more faculty representation on steering committees at Operation Turnaround schools.

The evaluation examined several data sets from the Operation Turnaround schools and from another group of schools considered to be reasonably similar. Variables included student achievement, teacher and student attitudes, teacher turnover, school crime, and program implementation information.

State Student Assessment Tests

In order to examine changes in State Student Assessment Test (SSAT) results, data were gathered for Operation Turnaround schools, comparison schools and the district for the years 1977-78 through 1982-83. The pattern for these three sets of scores began with a relatively high point for the October, 1978 testing which was followed (in October 1979) by a minor decline in test scores over the district, no general decline in the comparison schools, and an extreme decline in the Operation Turnaround schools.

This was followed in the next year (October, 1980) by a recovery (to October, 1978 levels) for the Operation Turnaround schools. Score patterns for both Operation Turnaround and comparison schools after this period show steady increases in test performance.

It is not possible, at this point in time, to determine if the extreme decline in SSAT scores in 1979 for the Operation Turnaround schools was the beginning of a trend or if it was due to an isolated incidence. While it is possible that the decline was due to an unidentified problem which was alleviated by Operation Turnaround, it is also possible that the decline was an isolated incidence which corrected itself without the benefit of Operation Turnaround. Given the short time period between program onset and the testing (one month), the similarity of the subsequent trends for Operation Turnaround and comparison schools, on the SSAT, and the similarity of pre- and post-project trends on the Stanford, it can not be assumed that either the recovery in 1980 or the subsequent increase was a function of program influence.

Stanford Achievement Tests

A complex analysis was performed on the Stanford Achievement data from the Operation Turnaround schools and the comparison schools for three years previous to the onset of Operation Turnaround and one year following its beginning.

Performance patterns for the three years prior to the initiation of Operation Turnaround (1977-78 to 1979-80) reveal no substantial differences between Operation Turnaround and comparison schools, with levels of performance for both sets of schools substantially below national norms and with an increase in this deficit from low to high grade levels. For the testing which occurred in February of 1981 (six months after the initiation of the program) this pattern was essentially maintained. Stanfords administered in 1981-82 and 1982-83 were a different edition from those previously administered, and were not included in this analysis.

Teacher Perceptions

In order to assess staff perceptions of several factors in the schools which were felt to be critical to the success of the project, a teacher questionnaire was devised and distributed to all teachers in the Operation Turnaround and comparison schools. Eighty-five (of approximately 200 teachers) completed and returned the questionnaires.

Of the more than 50 variables abstracted from responses to the Teachers' Questionnaire, statistically significant response differences between Turnaround and comparison groups of schools were found in 8 variables. In a majority of cases these differences favored the comparison schools. This finding suggests that there was no consistent, programmatic impact.

Operation Turnaround teachers were asked to respond to questions regarding the implementation of Operation Turnaround components. Teachers appeared well informed about the initial plans for Operation Turnaround but gave a mean rating of 2.95 on a five point scale for the implementation of those plans after three years. The disparity between expected improvements and actual improvements may well have had a negative effect on teacher perceptions regarding program implementation.

Teacher Stability

The number of teachers not returning to Operation Turnaround schools and comparison schools each year from 1978-79 through 1981-82 was investigated. Except for 1980-81 which was the first year of the program, a greater percentage of Operation Turnaround teachers left their schools than comparison school teachers. Overall, 28 percent of the Operation Turnaround schools' teachers left from 1978-79 through 1981-82, while 23 percent of the comparison schools' teachers left.

Parent and Community Involvement

In order to determine if there was parental awareness of Operation Turnaround, a small sample of parents whose children had been attending an Operation Turnaround school for several years were interviewed by telephone. The size of the sample (21) and the difficulty encountered in establishing telephone contact with many of the parents necessitate caution in interpreting the results of these interviews. It is important to note, however, that only two of the parents contacted had heard of Operation Turnaround and none of them really knew what it was. There was, however, a positive regard for the schools in general.

Violent incident rates were examined as a possible indicator of community involvement. Operation Turnaround schools had a sharp decline in total reported violent incidents in 1981-82 and 1982-83, relative to the comparison schools. Thus, there was apparently some program impact on community involvement at these schools.

Student Affective Measures

Three scales were used to examine students' attitudes: the School Morale Attitude Survey, the Intellectual Achievement Responsibility Scale, and a "Who Helps You" scale. On these three measures of student affect, very little difference between Operation Turnaround schools and comparison schools was found. In effect, there was no consistent indication of impact on student affect that could be attributed to Operation Turnaround.

Student Attendance

Attendance at all six schools appeared to be consistently high over the years. There did not appear to be differences in attendance either among individual schools or between comparison and Turnaround schools.

To summarize, there is no evidence, from the available data, that Operation Turnaround has had an impact on student performance on either the State Student Assessment tests or the Stanford Achievement tests. The teacher questionnaire variables did not show program related differences. Data on school crime indicate a sharp decline in the total of reported violent incidents for the last two years at Operation Turnaround schools in relation to previous years and in relation to the last two years at the comparison schools.

Literature from nationally recognized school improvement projects, Project RISE in Milwaukee and the School Improvement Project in New York, was examined. Both projects spent over a year planning at the school level before implementation and had a great deal of district support. In comparison to these projects, Operation Turnaround seems to have lacked sufficient school level planning and district support. For example, the literature from the projects mentioned above describe the assignment of planning and consulting staff to each school and a series of continuing leadership training sessions for administrators. It appears that the activities in Operation Turnaround were just a small part of these schools' daily concerns. Whatever changes have occurred at Operation Turnaround schools have not been of a sufficient magnitude to have been measured in this evaluation. This is not to say that change has not occurred, but that it has not been demonstrated by the performance measures or attitudinal measures which have been described in this report. Operation Turnaround has been an ambitious program which may still be in its developmental phase.

Recommendations

1. Since program implementation in various areas has not occurred as quickly as the school staff had anticipated and because this perceived lag may have affected the morale of program staff, it is recommended that evaluation be continued as full implementation occurs.

2. It is recommended that individual school level comprehensive plans, focusing on instructional programming, be developed for Operation Turnaround schools. (Examination of the planning process reported by Project Rise and the School Improvement Project may be useful here.)

3. It is recommended that school level evaluation and monitoring plans be developed in consultation with the Office of Educational Accountability.

4. It is strongly recommended that parent involvement be increased possibly through an outreach program.

EVALUATION OF THE 1982-83 BEGINNING TEACHER PROGRAM
SEPTEMBER, 1983

In its efforts to improve the quality of its educational systems, the State of Florida mandated participation in a year-long Beginning Teacher Program as a requisite for regular certification of beginning teachers. The Beginning Teacher Program (BTP) provides each beginning teacher with a supervised system of support in order to maximize teacher professional competence on twenty-three essential teaching skills. The support system of the program consists of an assessment component and an instructional component. The assessment component allows for regular formative and summative assessments of teachers' performance. The implementation of the instructional component involves the provision of instruction in targeted need areas and the assignment of relevant learning activities to facilitate the professional development of beginning teachers. By law, these components are managed and facilitated by a support team consisting of the beginning teacher, the principal, a designated peer teacher and an other professional educator, usually an area or central office administrator or a university professor.

The evaluation of the Beginning Teacher Program's first operational year was conducted to examine the appropriateness and effectiveness of major program elements. Data were obtained to determine whether the required program activities occurred; whether the activities occurred in the manner prescribed by district and state guidelines; and to determine whether the program had an overall favorable impact upon the beginning teachers with regard to their performance on the twenty-three generic teaching competencies. Information regarding each of the program elements was obtained primarily from interviews with selected program participants and from surveys which were completed by beginning teachers and support team members.

Overall, the evaluation findings indicate that the assessment and instructional components of the BTP were implemented, primarily through the efforts of building-level administrators and peer teachers, and with a degree of success. Generally, perceptions regarding the contributions of the program were favorable. Most beginning teachers and support team members perceived that the program was effective and contributed positively to their professional development.

Several specific elements of the program's operation were characterized by deficiencies which seriously interferred with the efficiency of program operations and adversely impacted upon the program's effectiveness. Most notable among program deficiencies were problems related to support staff training, lack of involvement by other professional educators in the support process, problems in the identification of beginning teachers, and the infrequent formulation of professional development plans.

Specific highlights of the BTP evaluation which were generated from the study's findings follow:

A. Most beginning teachers and support teams members, particularly peer teachers, perceived that the BTP was effective in achieving its goals. Moreover, effects were viewed to be positive and long-term. Data indicate that teacher performance on the generic competencies improved between the first and second summative evaluations.

B. Of the 207 teachers participating in the BTP at the end of the school year, 78 were certified to the State by the Superintendent of Schools as having completed Beginning Teacher Program requirements including, but not limited to, the demonstration of generic competencies and fulfillment of the required time. The remaining beginning teachers were employed after August, 1982. The majority of these teachers will be eligible to complete the program during 1983-84 after having been in the BTP for one full school year as required by state law.

C. Beginning teachers reported that one-third (33%) of their support teams were intact and functioning as designed at the end of the school year. That is, a peer teacher and an other professional educator had been assigned to them and each of the support team members fulfilled each of his/her BTP responsibilities.

D. The reporting and communication system between the Beginning Teacher Program office and Staffing Control regarding the entry of teachers into the system and teacher status was not efficient. As a result, there were often delays in the process of identifying teachers who were eligible for the program. In many cases, placement of teachers into the BTP did not occur on a timely basis. In addition, there did not exist an adequate "tracking system" which could yield information concerning classification and status changes of teachers after entering the system. Since the BTP coordinator did not have direct access to personnel information, the BTP coordinator could not easily track teachers who changed work locations or teachers who were granted leaves of absence.

E. Orientation and training programs were implemented with varying degrees of success. Overall, the training mechanism for beginning teachers was found to be satisfactory. In the case of support team members, the training component was of varying effectiveness. The training program did not adequately provide each support team member with sufficient knowledge of program goals, individual role and responsibilities, program procedures, and sufficient training and skill development to enable the fulfillment of assigned support team responsibilities. However, the program did seem to provide adequate information for the beginning teacher.

Training for building-level administrators and peer teachers was implemented but with limited success. Both groups felt that the orientation failed to adequately inform and train them in important areas. For administrators, the orientation provided insufficient information regarding general program policies and procedures; for peer teachers, inadequate training was provided in observation and conferencing techniques. Large numbers in both groups lacked sufficient information regarding the role and responsibilities of the Other Professional Educator (OPE). Consequently, the benefits offered by OPE utilization on the support team was not fully recognized by the administrators and peer teachers.

In the case of most OPEs, no orientation and training were provided. Less than two-thirds indicated that they had been offered or had participated in an orientation activity. Because of the lack of orientation, many OPEs did not possess the knowledge and skills to discharge their OPE responsibilities successfully.

F. In addition to inadequate training, some of the problems associated with the program's implementation were due to inadequate BTP coordination and inadequate communication between the BTP office and schools. Generally, support team members were dissatisfied with BTP coordination and direction. Most of the support team members interviewed felt that inadequate assistance was provided.

G. Other professional educators were functional in a small percentage of the support teams. In most cases, the only active members of the support team were the building-level administrator and the peer teacher. Several factors contributed to this finding. In some situations, there were delays in OPE assignments due to difficulties in identifying appropriate and qualified personnel. In the communication network between the BTP office and schools, there did not exist a formal mechanism for notifying principals of the OPE assignments whenever delays occurred. Most administrators indicated that they had not been informed regarding OPE assignments. Also lacking was an effective procedure for notifying OPEs regarding their assignments to support teams.

   Another factor contributing to infrequent OPE involvement was the lack of clarity regarding procedures for assignment of OPEs. Many principals also indicated that they had not been informed that the OPE was to be a part of the support team.

H. In general, the BTP was perceived as a system to ensure minimum competence rather than one to reinforce and maximize quality teaching performance. Two findings support this contention. First, the participation of the OPE on support teams was often considered to be nonmandatory. Some individuals served as an OPE only when solicited by the principal to serve as a resource person or to provide assistance when the beginning teacher was experiencing difficulties. Another finding was the infrequent use of professional development plans. For most teachers, formal professional development plans were not formulated. They were often limited to teachers who demonstrated teaching deficiencies.

I. The contents of most portfolios of interviewed beginning teachers were incomplete. One potential cause for the incompleteness may have been principals' lack of knowledge of required portfolio contents. Most principals indicated that they did not have sufficient information regarding the required content for portfolios.

More indepth investigation of individual training activities will be conducted during 1983-84. This aspect of the evaluation design was not implemented during 1982-83 because of the small number of beginning teachers placed under prescription and the unavailability of a prescriptive catalogue outlining the various training activities to be assigned.

RECOMMENDATIONS

Based upon the evaluation findings, the following recommendations are made for consideration:

1. Improve the orientation programs for peer teachers by incorporating training in conferencing techniques and providing detailed information on the procedures and content of the teacher observation/evaluation methods.

2. Implement a more comprehensive orientation and training program for building-level administrators and other professional educators.

3. Implement a review of the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers. Procedures for notifying the BTP office of status changes should also be reviewed.

4. Initiate more frequent contacts with program participants for the purpose of providing information and more direction.

5. Periodically monitor support teams to ensure that teams are functioning properly. This would include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

Perhaps, the last is the most critical of the five recommendations. In the event that a beginning teacher is not recommended for certification after participating in the BTP, the legal position of the district could be jeopardized by the lack of complete documentation regarding support team efforts and assessment results and the lack of supervised support provided in the manner mandated by the state. This recommendation, if implemented, could help to eliminate such a predicament.

EVALUATION OF THE 1982-83, ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT
AUGUST, 1983

The School Alternative Vocational Education (SAVE) project is funded under ECIA, Chapter II in the amount of $38,889 (FY 1982-83). SAVE operates in one junior high school (Rockway) and is directed at "unsuccessful, but not disruptive students who have sufficient cognitive ability to complete the school program". The project provides a "school within a school" setting for seventeen of these students at the ninth grade level (i.e., except for physical education and homeroom, the participants take all classes together). The project attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. The project also stresses professional/career exploratory opportunities which include weekly guidance sessions with an occupational specialist, specific vocational training in selected subjects, and on-site visits and interviews with individuals who are presently employed in various occupational settings, Features of the program designed to effect positive changes on behavior and outlook include contracting with students and their parents to establish expectations regarding the level of achievement required for various grades, parental involvement via meetings or other interactions, small class size, use of positive reinforcements, and instruction through the development of academic "projects".

This evaluation addressed the following questions:

1. To what extent are project features described in the proposal implemented as described and as scheduled; and to what extent are they seen as unique as compared to features of previously experienced educational programs?

2. What are the perceived "costs and benefits" of the various project features?

3. To what extent do the characteristics of students currently in the SAVE project match those described in the program proposal?

4. To what extent does the SAVE project impact student achievement in the basic skills, attitudes toward school and studying, and other critical student behavior?

5. To what extent do students' parents believe project SAVE influenced their sons'/daughters' feelings about school, their careers, their families and themselves?

Data for this evaluation were obtained by examination of project documents and student records, interview/observation of project participants, pre and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students.

Results of this study indicate that all but two of the project features were implemented as specified; the exceptions involving a more favorable student/teacher ratio and a modification of the counseling component to achieve a more flexible "when needed" approach to scheduling. The project was actually initiated in November of 1982, instead of September, as originally specified. The vast majority of comments made by students and the project teacher in reaction to the "costs and benefits" of the various project features were extremely positive; the few "costs" mentioned concerned infrequently occurring cases of negative affect generated by student participation in group counseling, the amount of energy that had to be expended by the teacher in utilizing student projects as an instructional approach and the need for project students to take vocational instruction from other Rockway teachers, not all of whom possessed the flexible approach to instruction used in the SAVE classroom. Students viewed SAVE as unique, compared to other, previously experienced, educational programming.

Students enrolled in the project met the criteria which had been specified in the program proposal.

The project had a positive effect on Stanford Reading Comprehension and Mathematics Computation scores and student attitudes toward school and studying. However, no appreciable impact on student attendance was noted.

Finally, students' parents saw the project as having a positive impact on their sons'/daughters' feelings about school, their careers, their families, and their self-esteem.

As a result of these findings, it is recommended that:

1. continuation of the SAVE project be supported;
2. non-project staff with whom project students come in contact (principally vocational education teachers) receive an orientation to (a) the unique needs of this population of students and (b) appropriate instructional/class management techniques.

Should consideration be given to expanding this project to other junior high schools, extreme care should be taken in hiring teachers to work with students of this nature. Such teachers should possess characteristics which are believed to have been vital to the success of this project (i.e., an extremely flexible approach to instruction, a high degree of tolerance for idiosyncratic behavior, an ability to successfully cope with large amounts of stress, and an abundance of skills in individual and group dynamics). Failing to hire teachers with these attributes, would likely limit the effectiveness of future projects of this nature.

AN EVALUATIVE OVERVIEW OF THE KENDALE PILOT RESOURCE PROGRAM
AUGUST, 1983

The Kendale Pilot Resource Program (KPRP) was designed as a school-based gifted program for students in grades one through six. The primary goals of the program were:

1) to reduce problems related to the twice-weekly transportation of students to gifted centers (such as students missing instruction in home-school classes and the lack of opportunity to participate in all home-school activities), and

2) to increase the participation of eligible gifted students.

Program activities were initiated in the Fall of 1982 by two gifted education teachers who provided instructional services to 48 students in grades 2 through 6.

The KPRP differed from the typical learning center approach in terms of:

1) the distribution and amount of time devoted to gifted instruction,

2) the extent to which gifted students received instruction in the basic skills and other instructional areas,

3) the inclusion of regular curriculum content areas in the gifted program, and

4) the extent to which gifted students were able to participate in school-wide and other activities.

Students participating in the KPRP received a full course of basic skills instruction (reading, writing, and mathematics) during half of each school day and were resourced into the gifted program for the other half of the day (for four days of the week). They received exposure to 7.5 to 10.5 hours of gifted instruction per week (depending on students' grade level and whether or not they took Spanish). This included a two hour per week treatment of interdisciplinary content (science, social studies, health and safety, and literature and expressive language) using instruction geared to higher cognitive levels and one hour per week of art--also involving appropriate levels of instruction. Remaining time allocated to gifted instruction involved exploratory activities, group training activities, and individual/small group investigation of real problems as described in Renzulli's Enrichment Triad, a frequently employed model for gifted instruction in Dade County.

Provision was also made during these half days for the release of students for music, Spanish, and physical education; and for school-wide and other activities. However, these were not considered by the Office of Educational Accountability (OEA) to be part of gifted instruction, since the program (KPRP) teachers were not formally responsible for the content in these areas.

The initial understanding between Kendale and OEA regarding this study portrayed OEA's involvement as providing limited assistance in Kendale's preparation of an administrative review of this project, focusing primarily on the extent to which implementation of the KPRP helped to reduce the disruptive influences of gifted-center attendance. As the study progressed, the focus was expanded to embrace consideration of the impact of this pilot program on the gifted instruction itself, thereby expanding the level of OEA involvement.

The evaluation of this program involved discussions with the school principal and program teachers as well as a questionnaire-survey of the KPRP students, their parents, and regular classroom teachers. Respondents were surveyed in September of 1982 and asked to respond based on their experience with gifted centers. Respondents were again asked, in May of 1983, to respond to the same questionnaire in terms of their experience with the KPRP. Change in response patterns to relevant items were used as a basis for much of this report.

Results of the evaluation indicate that the number of Kendale students participating in the gifted program increased from 31 during 1981-82 to 48 during the 1982-83 school year. Additionally, no Kendale student withdrew from the gifted program during 1982-83, whereas 13 students withdrew during 1981-82.

KPRP student exposure to most instructional/activity components of their home-school program was enhanced relative to that which they would have experienced in a gifted-center program. Basic skills instructional time was not compromised. Students were also able to take advantage of most school-wide activities, as well as special classes such as music, art, Spanish, and physical education (although exposure to music and Spanish was reduced below that experienced by other Kendale students). The continuous exposure of students to interdisciplinary instruction in the content areas (science, social studies, health and safety, and literature and expressive language) insured participating students against the two-day gaps in instruction which characterize attendance at gifted centers (although total weekly time spent in this instruction was less than that for other Kendale students).

Communication and articulation between the regular program and the gifted program appear to have been enhanced relative to that associated with the gifted center from the viewpoint of regular program teachers (in terms of their knowledge about the program and feedback given them regarding their students) and parents (in terms of cooperation between the regular and the gifted teacher and the ability of their children to "keep up" with regular classwork).

Parent involvement and school-parent communication also appeared more characteristic of the KPRP than the previously experienced gifted-center program. Parents were more favorable to the KPRP in terms of the extent to which they had been oriented to the program and the extent of feedback received from their child's gifted teacher.

Finally, in assessing the gifted instruction provided by the KPRP a number of mixed responses emerged. Students indicated that they would like to spend more time in gifted instruction and, after experiencing a year of the KPRP, fewer regular classroom teachers felt that "every school should have a gifted program". Parents were generally more favorably impressed with the KPRP than the gifted center approach in terms of the qualifications of the teachers, the amount of individualized instruction offered, and the variety of (gifted) subjects covered. Parents noted no change in the adequacy of motivation and stimulation offered their children but, in a negative vein, felt that the adequacy of instructional facilities and the enjoyment of the program by their children had diminished.

OEA staff noted that some difficulties were experienced with the use of interdisciplinary course content for the provision of gifted instruction. As one example, curriculum materials were not readily available to support this level of instruction and had to be developed by the program teachers--a situation which required them to devote a great deal of time to planning and program development. It also appeared that the frequent movement of groups of students in and out of the gifted instruction period (required by the relatively complex KPRP schedule) engendered fragmented rather than the continuous periods of gifted instruction which characterize the gifted center schedule.

As previously noted, KPRP gifted instruction took place from 7.5 to 10.5 hours weekly, whereas gifted centers expose their students to approximately eleven hours of gifted instruction weekly.

In summary, the KPRP appears to have succeeded in reducing the disruptive influence of gifted center attendance on the participation of gifted students in their home-school program while, at the same time, increasing the participation of gifted-eligible Kendale students and eliminating the cost of transporting students to gifted centers. A small price may have been paid, however, in terms of a reduction in the amount of time KPRP students receive for gifted instruction, and the instructional discontinuity engendered as a result of students departing for various activities and special classes.

In view of these findings, the following recommendations are made:

1. that comparative studies be initiated to determine the extent to which the KPRP and other similar approaches taken to gifted instruction, engender the attainment of gifted-relevant achievement objectives to the same extent as gifted center programs, and

2. that sufficient time and resources be a located to allow teachers charged with the responsibility for implementing similar school-based programs to develop content curriculum materials appropriate to the higher levels of instruction characteristic of gifted programs. This might be accomplished through the summer employment or contracting of these teachers for this purpose.

AN EVALUATIVE OVERVIEW OF THE GLORIA FLOYD COMMUNITY SCHOOL
ACADEMIC EXCELLENCE PROGRAM
AUGUST, 1983

The Gloria Floyd Academic Excellence Program (AEP) was designed as a school-based enrichment program for average and above-average students in grades one through six. The goals of the program included assisting each student in developing to his/her maximum potential in academic attainment and leadership. The program was initiated in the Fall of 1982, with one teacher and 84 students (grades 2-6) attending the AEP lab twice a week for periods ranging from 1.25 to 1.75 hours depending on their grade level. In the spring of 1983, additional students were added to bring total program enrollment to 129 students. Activities involved both the development of skills (such as mathematics, creative writing and oral expression) as well as the use of these basic competencies in real-world applications via instructional units such as Architecture, Economics and Ecology.

The evaluation of this program, a cooperative effort between Gloria Floyd and the Office of Educational Accountability (OEA), involved discussions with the school administrator and program teacher, as well as a questionnaire-survey of AEP students, their parents, and regular classroom teachers. Because elementary-level Stanford Achievement Test data will not be available until the early fall of this year, the impact of this program on student achievement was not assessed.

The majority of program students gave "high marks" to most features of the program; indicating that what was taught was important, that the instructional activities were enjoyable, and that they would like to spend more time in the program. From the students' perspective, participation in the AEP did not appear to occur at the expense of their "regular" classes in terms of keeping up with regular class assignments or negatively impacting grades. Positive impact was reported in terms of student interest in school. Virtually all program students indicated that they liked school better this year (the first year of AEP operation) and wanted to be in the AEP next year.

Most regular classroom teachers felt that they had received adequate communication regarding the AEP and that program design and procedures were appropriate and sufficiently non-intrusive with respect to the operation of their "regular" educational programming. Areas specifically endorsed were the amount of time students spend in the program, the scheduling of program students, the method of selecting students for the program, the ability of program students to keep up with assigned work, and the desirability of having the AEP in the school. The majority of teachers felt that the AEP had a positive effect on program students' performance in their classrooms.

Most parents of students enrolled in the AEP indicated that they had received adequate information regarding the program; however, a significant proportion (24%) felt that they would like more feedback regarding their children's progress. Parents were overwhelmingly supportive of the program design and procedures in terms of criteria for admission, the variety of instructional content offered, the amount of individualization relative to that received in the regular classroom, the extent to which their children

needed such a program to maximize their potential, and the school-based nature of the program. A substantial percentage (37%) of responding parents, however, felt that the amount of time students spent in the program should be increased--a criticism, but one with favorable connotations for the program itself.

In summary, students, teachers, and parents expressed generally positive attitudes toward the AEP and it is viewed as an integral part of the total school program. There is much support for the continuation of this program at Gloria Floyd Community School.

The following recommendations emerged from these generally favorable results:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. The maximum number of students that the program can serve should be established; appropriate eligibility criteria and withdrawal procedures should be established to ensure the maintenance of this upper limit. This recommendation is made in reaction to indications that the number of students enrolled toward the end of this school year strained the resources of the program and provided less than optimal student exposure to program instruction.

3. An analysis of Stanford Achievement Test scores should be performed for AEP students as soon as data become available.

EVALUATIVE REVIEW OF DROPOUT REPORTING PROCEDURES
AUGUST 1983

The intended purpose of this study was to determine the validity of school and district dropout data and, if possible, to establish an accurate dropout rate for the district. The study was requested by the Office of Student Support Programs after questions had been raised regarding the accuracy of reported dropout rates.

The general conclusion of the study is that, given a) the current state definition of a dropout, b) the existing district procedures for defining dropouts and calculating dropout rates, and c) the extent to which staffs at some schools are knowledgeable of and correctly follow these procedures, there is reason to question the accuracy of the district's and schools' dropout data. Further, the extensiveness of the problems in these three (a-c above) areas is such that determining an accurate dropout rate would not, at this time, be feasible. Specifically, the resources that would be required to produce accurate data would be better spent in revising existing definitions and procedures, developing computer programs to monitor and summarize school-level data, and in providing inservice programs to schools' clerical and administrative staff regarding the revised definitions and procedures.

Highlights of the bases for these general conclusions are listed below.

A. The State definition of a dropout is insufficient; schools and/or districts may interpret the definition differently and thus report dropout rates that are not comparable. As examples, the definition excludes a student who transfers "to a private or public school" but does not require that the receiving school be a state accredited (or) high-school-diploma-granting institution; it does not exclude students with medical "excuses"; it does not specify a number-of-days-of- con-secutive- absence as part of the dropout criterion, and it does not specify a standard time frame during which the annual dropout rate should be determined.

B. The District's definition of a dropout is insufficient and lacks clarity and specificity. The "effective" definition consists of eight (of thirty) "withdrawal codes". In some cases the dropout codes are overlapping (e.g. whereabouts unknown, runaway from home). In other cases, the dropout code (e.g. withdrew in lieu of Board action) cannot be meaningfully distinguished from a non-dropout withdrawal code (e.g. withdrawal by Board action).

   Perhaps more importantly, there is no manual providing a detailed definition or conditions for use of the various codes. And, like the state definition, a time frame for converting consecutive absences to a withdrawal/dropout is not stipulated. Because of this lack of clarity and specificity there are differences between and within schools' staffs as to when and which of the various codes are to be used.

C. Regarding schools' compliance with existing procedures and definitions, records were examined for 25 secondary schools. For a small sample of students in these schools, comparisons were made between the District's computer (ISIS) file from which district dropout data are calculated, the Miami-Dade Community College enrollment file, and the students' cumulative folders. About one-half (13) of the schools were judged to be in "reasonable" compliance with procedures.

In the other half, the various sources of information were in conflict for 12 percent to 25 percent of the examined students' records (8 to 10 in each school). In some cases the computer file identified the student as a dropout when he/she was actually in attendance; in others the cumulative record identified the student as a dropout but the computer file showed no such record. Occassionally a student was shown as a dropout on both district records but was actually enrolled in MDCC.* At other times, dropout data were backdated on the computer file, a procedure which, according to some interviews, was for the purpose of improving percent attendance figures.

For the affected schools, reasons for the lack of compliance are varied. In many cases, the staff maintaining the data do not understand the withdrawal codes or how/when they should be used. In others, there was simply little attention given to the task. In some specific cases, the philosophy of the principal affected how the student was coded. For example, about half of the principals report giving a student awaiting Board action for expulsion the option of withdrawing before the expulsion becomes effective; the other half do not.

D. Finally, there is insufficient use of computer technology in defining, monitoring and summarizing dropout data. Specifically, students whose records indicate days of consecutive and unexcused absences, or without a recorded transcript request, etc., should be flagged as "at risk/take action." Additionally, summary reports of the numbers of students in the various "potential dropout" categories should be sent to the principal on a scheduled basis. In these and other cases, more appropriate and effective use of the computer could significantly improve both the accuracy of the data and the service to students.

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*A list of current Miami-Dade Community College students, who were admitted prior to graduation from high school, and Lindsey Hopkins Education Center students were compared to the ISIS files for the years 1979 to 1982. Results indicated that of the 19,367 students classified as dropouts, 312 are now attending Miami-Dade or Lindsey Hopkins.

While not a formal consideration in the study, note should be taken of the fact that an accurately developed and reported dropout rate will almost always be too high. There are two reasons for this. First, accurate reporting requires a specified number of consecutive, unexcused absences, e.g. 60 days, given no other information from or about the student. There will always be a number of students who exceed this number of absences and still return to the school, another school or another educational program.

More problematic is the student who transfers to another district or to a private school without notifying his/her school. In this case, the determination of dropout rests with the parent or the receiving school. If the parent or receiving school requests a transcript, the student is considered a transfer; if the transcript is not requested, the student will be classified ultimately as a "dropout." In any case, when the student returns or transfers to an educational institution and receives a high school degree the dropout rate (though accurately defined) is incorrect.

RECOMMENDATIONS

Recommendations generated from the findings are listed below:

1. Request the State Department of Education to revise the definition of a dropout or provide the clarification necessary to remove the ambiguities of the present definition/interpretation.*

2. Subsequent to the new rule, revise and redefine withdrawal actions/procedures and codes to assure they are exhaustive and non-overlapping

3. Provide a mandatory inservice, to coincide with the opening of the school year, for school registrars, attendance clerks, and any others who deal with determination of withdrawals in the school, to provide clarification of current definitions and procedures; provide a similar mandatory inservice as soon as the State definition and District withdrawal actions/procedures and codes are revised (see 1 and 2).*

4. Given the above actions, and the establishment of criteria such as the number of consecutive days of absence justifying withdrawal action, develop a computer program which will determine and flag potential dropouts and provide schools with lists of those students to be classified as "at risk/take action."

5. Provide principals with techniques to monitor computer files more closely through an inservice designed to familiarize principals with programs and regularly produced summary reports.

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*The State Department of Education is currently developing a proposal for a new rule for determining and recording dropouts. It will be the intent of the rule to designate which of those categories will identify dropouts in an attempt to assist districts in determining valid dropout rates.

AN EVALUATION OF THE AREA READING CENTERS
June, 1983

This study was conducted through the DCPS/university system collaborative effort and focuses on the efficiency and effectiveness of the four area reading centers and their satellites. The principle conclusions of the study are listed below:

1. The cost of the centers is high; the average annualized cost per-student per-year for the (approximately) forty minutes of instruction four days per week is slightly over $900, as compared to the full-day, regular program cost of $1,800 to $2,000.

2. The number of students served is small; approximately 500 students are served as compared to the 2,000 to 4,000 per grade who meet the centers' selection criteria.

3. The type of services offered at the centers does not differ appreciably, except in student-teacher ratios, from those available in the regular and compensatory programs.

4. The diagnostic techniques and instruments used in the centers are generally either out-of-date or of limited scope; state-of-the-art instruments and techniques are not used.

5. Time spent transporting students to and from the centers results in a substantial loss of regular instructional time (40 minutes per day or more) except for those students from schools adjacent to center grounds.

6. There is insufficient supervision of center instructional staff and the lines of authority/responsibility lack clarity and consistency.

The basic recommendation is to disband the centers at the end of the 1982-83 school year and redeploy existing staff to provide direct instructional in-service and diagnostic support to regular and compensatory students and teachers. Accomplishing this recommendation will require the specific actions listed below:

1. Assign the 13 teachers and four secretaries to the Reading Office, but have them report to the appropriate area office. The district reading supervisor will provide general programmatic supervision. Designate 13 teaching positions as reading resource teachers.

2. Delete the existing teacher aide position ($8,306); convert the part-time instructors' salaries ($10,163) to incounty travel; allocate $5,000 of the current $9,858 materials and supplies funds to the Reading Office for the centralized purchase of diagnostic instruments; allocate the remaining $4,858 equally to each area office.

Area Reading Centers

3. For the first three weeks of the 1983-84 school year, have the reading resource teachers report directly to the reading supervisor and/or the TEC for retraining in diagnostic techniques, RS/VP, and the Chapter I and State Compensatory Education instructional programs. At the beginning of the fourth week, begin support services to schools.

4. By the opening of school, have the reading supervisor prepare a detailed list of service to be provided to the schools by the reading resource teachers. These services, at a minimum, should include training in diagnostic/remedial strategies for regular and compensatory program teachers, short term remedial services for students with severe reading difficulties and diagnostic and referral procedures to be used in detecting clinical reading problems that can best be treated in the LD or State Compensatory Education Programs.

5. Prior to the end of the 1983-84 school year, conduct an administrative review of the reading resource teachers' activities and services. Part of this review should include a plan for expansion of services into secondary schools during the 1984-85 school year.

EVALUATION OF THE
UNIFIED CLASSIFICATION AND COMPENSATION PLAN
March, 1983

The Unified Compensation and Classification Plan (UCCP) describes the job valuing and compensation system for 1,165 administrative, technical and executive employees distributed across 249 jobs (job grades 23 through 43). The current salary cost for the system is approximately $41,164,000. A study was made to evaluate the effectiveness of the UCCP in providing job pay for job worth and the conclusion is that the plan has not succeeded as a management tool.

The UCCP was somewhat deficient when it was first installed; and the circumstances, e.g., high rates of inflation, under which it has operated have not been conducive to its maintenance or improvement. Current knowledge and modern technology commend that the UCCP be replaced at the earliest opportunity by a more up-to-date, relevant program of management compensation which can be internally and externally equitable, individually motivating, easily administered and readily maintained.

Conceptually, the UCCP may be perceived as consisting of four interdependent activities. These are,

1. developing and maintaining accurate job descriptions,

2. conducting the factor-point evaluations necessary to make recommendations concerning the job's worth and grade,

3. developing and maintaining a grade-to-compensation schedule whereby a job's value establishes its rate of compensation, and

4. performing a variety of administrative and maintenance tasks which insure that the UCCP is timely, accurate, and internally and externally equitable.

The basic purposes of the UCCP are to establish job values/grades that reflect their worth to the District and to establish compensation rates which mirror job values. The four preceding activities are requisites for achieving these purposes. Highlights of the overall evaluation of each of the four activities are given below.

1. Current job descriptions are often incomplete and do not have a level of detail sufficient to guarantee accurate evaluation and grading. Moreover, based on a small sample of interviews, there are suggestions that the levels of responsibility, authority, etc. contained in some job descriptions are higher than those actually reported by job incumbents. Conversely, there is evidence that some types of jobs tend to be undervalued by the current system.

2. The factors used to evaluate the jobs and determine their worth are not appropriate for an educational system, and are ambiguous to an extent that the accuracy of the evaluations is questionable for many, perhaps most, jobs.

3. The grade-to-compensation conversion does not maintain a reasonable

relationship between job grade/value and rate of compensation. As judged by recommended compensation practice, there are too many grades, too small a salary differential between grades, and an increasing devaluation of each higher grade with grades 40 and up being seriously undervalued/undercompensated.

4. The administrative and maintenance activities are insufficient and cannot insure that the UCCP is current, and/or internally or externally equitable.* There are numerous reasons for this conclusion. The more important are,

   a. the entire UCCP system was somewhat flawed at its inception;

   b. high rates of inflation and an increase in the number of participants made it difficult, perhaps impossible, to develop and maintain a reasonable value-to-compensation relationship;

   c. the number and training of staff responsible for the immediate administration of UCCP is and has been insufficient; and

   d. several of the more important procedural requirements, e.g., conducting factor-point evaluations for all job grade changes and periodic reviews by external experts, have not been closely followed.

Recommendations

The general recommendation is that the current system be replaced. This involves creating new job descriptions; developing and implementing new job evaluation factors; restructuring of the value to compensation components, i.e., creating a new salary schedule; revising the UCCP procedures; and more closely adhering to the new procedures, once developed. It is anticipated that this replacement will cost between $30,000 to $60,000 and it will require six to nine months to effect. (This is a minimum estimate and assumes that the District will provide approximately 3 man-years of personnel assistance to help with the change.)

* Examples of administrative and maintenance activities include biennially reviewing all classifications, conducting external salary surveys, and maintaining a computer data base to effectively audit the system.

PROJECT PERFORMANCE REPORT FOR
THE SPECIAL SERVICES FOR AMERICAN INDIAN
STUDENTS PROJECT
December, 1982

The Special Services for American Indian Students (SSATS) Project, funded by a federal grant under the authority of the Indian Education Act (Part A, Title IV, Public Law 92-318) began its eighth year of operation in Dade County on July 1, 1981, Part A of the Indian Education Act developed by the School Board of Dade County, Florida was specifically designed to meet the special educational and culturally related academic needs of Indian children. The 1981-82 SSAIS Project was to contain counseling, tutorial and cultural enrichment components.

The Counseling Component was to be an attempt to modify the behavior of student participants identified as needing counseling. Individual counseling was to be contracted for and specifically directed at attitude improvement, developing more interest in school, and improving concentration.

The Tutorial Component was to provide individual and small group tutoring services in the areas of reading, mathematics, and written and verbal communication skills. Students were to be identified for tutorial services on the basis of below grade level performance in the tutorial service area.

The Cultural Enrichment Component was designed to preserve Indian traditions and culture. Activities for this component were to consist of Saturday morning cultural enrichment classes at the Urban Indian Center and field trips to local Indian reservations.

As specified in Subpart C of the Indian Education Act, the evaluation focused on (1) an evaluation of the administration of the project, (2) an assessment of the involvement of the parent committee in monitoring and evaluation activities, and (3) an evaluation of the extent to which specific project objections were met. Evaluation activities included reviewing project documents/records and meeting with the DCPS administrator responsible for the project and the project's part-time educational specialist.

Findings that emerge from this evaluation are as follows:

1) Although a person different from that specified in the project document was responsible for the project's operation, it appears that satisfactory administration of the SSAIS project was provided.

2) It appears that the parent committee was involved in the monitoring and evaluation of project activities. However, the parent committee did not meet on a monthly basis as specified in the project document.

3) Although the project document indicated that tutorial, counseling and cultural enrichment activities were to be provided, a needs assessment was conducted which revealed a limited need for tutorial service and no apparent need for counseling services. Project activities were, therefore, concentrated on the provision of cultural enrichment activities.

It is recommended that the project design, as reflected in the project document be adhered to more closely. Changes in the project, in terms of component design, administration, or scheduling major events, should be reflected in an amendment to the project document.

STATE COMPENSATORY EDUCATION PERFORMANCE
EVALUATION REPORT 1981-82
December, 1982

Since 1977, the Florida Legislature has appropriated funds each year under the Compensatory Education Act for the provision of supplementary instructional services to low-achieving students in grades K through 12. The instructional activities planned must be related exclusively to the classroom teaching of the basic skills and must be in addition to, not in place of, the instruction in the basic skills which students would normally receive from locally funded personnel. This instruction in basic skills is to be directed toward mastery of state minimum performance standards and district student performance objectives.

Dade County provided Elementary and Secondary Compensatory Education programs during the 1981-82 school year. They were: (1) a program of basic skills remediation for all grade K-6 students, who scored in the first and second stanines on standardized tests of those skills and (2) a one semester program of tutorial instruction for all students in grades 11 and 12 who scored in stanines 1 and 2 on standardized tests and had not mastered all of the minimum performance standards required by the State Student Assessment Test, Part I.

Exposure of elementary students to remediation was through one of five instructional models, which included homogeneous classrooms, split classrooms, laboratories and tutorial services during the regular school day or after school. In senior high schools, a tutorial program designed to provide remedial assistance in the mastery of unmet standards on the State Student Assessment Test (SSAT) Part I was offered to students in grades 11 and 12 who score in stanines 1 and 2 on standardized tests of basic skills.

The Florida Legislature appropriated approximately $4,500,000 to provide these supplementary instructional services to approximately 17,000 students during the 1981-82 school year.

The annual performance evaluation required by the State Department of Education involved all students in grades K-6 and 11 and 12 who had received compensatory services during the school year. The primary emphasis of the evaluation was to assess the differences between test results before and after exposure to the remediation provided by the program and the extent to which these differences equalled or exceeded proposed gains.

The State Assessment Test was used as the pre-measure, with parallel locally developed tests as a post-measure in grades 3 and 5. Locally developed basic skills tests were used as the pre and post-measure in grades 2, 4 and 6. The California Achievement Test was used in kindergarten and first grade. Verification of the mastery of the minimum performance standards of the State Student Assessment Test, Part I was determined by the administration of the State Assessment Parallel Test, Form B.

The objectives stated for the elementary grade levels were based on the achievement scores that were equivalent to a seventy percent mastery of the skills assessed on the State Student Assessment Tests. Across all grade

levels and instructional models the mathematics program appeared to be the most successful. An average of seventy percent of the students achieved the stated objectives and twenty percent made progress toward meeting them. In reading, sixty percent of the students met the objective and ten percent made progress toward meeting them. Students in grade two showed the most progress. Eighty percent met the objectives in both reading and mathematics. At the senior high level, seventy-five percent of the eleventh grade students and eighty-five percent of students in grade twelve had corrected their deficiencies in the mastery of minimum performance standards.

The result of the testing, if based strictly on gain scores, was that the extended school day model appeared to be the most successful instructional model used in providing remediation in both reading and mathematics skills in the elementary grades. However, less than ten percent of the students received services through this instructional model. If one considers the number of pupils meeting objectives as well as the magnitude of gain scores, the pull-out laboratory appeared to be the most successful instructional model. Approximately seventy percent of the schools used this model.

PERCEPTIONS OF CORPORAL PUNISHMENT AS PRACTICED
IN THE DADE COUNTY PUBLIC SCHOOLS
August, 1982

There appears to be general support for the continued availability of the paddling option from parents, students and administrators. There is substantial (but somewhat less) support for the general notion that corporal punishment positively modifies student behavior, a discrepancy which seems reasonable to explain in terms of the belief that there are reasons other than the positive modification of behavior for the application of punishment.

All elements of Board Rule 5D-1.07, which sets forth the conditions under which corporal punishment may be administered, appear to be exercised including appropriate documentation, notification of parents, limitations on the practice itself, and the safeguarding of students' rights to due process.

Information received from both students and school administrators indicates that options for punishment are presented to the students--the possibility that significant numbers of students are being forced to submit to forms of punishment which they, (or their parents) find objectionable appears to be slight. The other punishment options mentioned (most principally indoor and outdoor suspension) are seen as less desirable by both administrators and students because of the involvement of parents, the missing of regular classes and the need for enhanced supervision over the period of the (indoor) suspension.

The affective or emotional impact of being paddled appeared slight--both in terms of the number of students who reported being angry at the person inflicting the punishment and the duration of anger for those few who indicated such a feeling.

Although there were a very few cases of students being paddled a number of times for committing the same offense on different occasions, results of most student and administrator surveys indicated that paddling is not used repeatedly for the same offense, but that other punishment options are sought.

The literature which has been surveyed does not speak directly to the issue of the impact of corporal punishment. This is due to the attitudinal nature of much of the data collected as well as the design limitations of those few studies where behavioral data is collected.

It is recommended that area level administrators continue to monitor the application of corporal punishment in their schools, particularly noting student-specific information which may become available in 1982-83.

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA ADHERES TO A POLICY OF NONDISCRIMINATION IN EDUCATIONAL PROGRAMS/ACTIVITIES AND STRIVES AFFIRMATIVELY TO PROVIDE EQUAL OPPORTUNITY FOR ALL AS REQUIRED BY:

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 - PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, RELIGION, OR NATIONAL ORIGIN.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED - PROHIBITS DISCRIMINATION IN EMPLOYMENT ON THE BASIS OF RACE, COLOR, RELIGION, OR NATIONAL ORIGIN.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.

AGE DISCRIMINATION ACT OF 1967, AS AMENDED - PROHIBITS DISCRIMINATION ON THE BASIS OF AGE BETWEEN 40 AND 70.

SECTION 504 OF THE REHABILITATION ACT OF 1973 - PROHIBITS DISCRIMINATION AGAINST THE HANDICAPPED.

VETERANS ARE PROVIDED RE-EMPLOYMENT RIGHTS IN ACCORDANCE WITH P.L. 93-508 (FEDERAL) AND FLORIDA STATE LAW, CHAPTER 77-422, WHICH ALSO STIPULATES CATEGORICAL PREFERENCES FOR EMPLOYMENT.

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